DOCUMENT RESUME

ED 037 851 EC 005 185

| | |
|---|---|
| AUTHOR | Wignall, Clifton M. |
| TITLE | Evaluation: Program for Pupil Adjustment. |
| INSTITUTION | Kansas City School District, Mo. |
| SPONS AGENCY | Office of Education (DHEW), Washington, D.C. Bureau of Elementary and Secondary Education. |
| PUB DATE | May 69 |
| NOTE | 80p. |
| EDRS PRICE | EDRS Price MF-$0.50 HC-$4.10 |
| DESCRIPTORS | Ancillary Services, Behavior Change, *Behavior Problems, Clinical Diagnosis, Diagnostic Teaching, Educational Innovation, *Exceptional Child Services, Interdisciplinary Approach, *Intervention, *Learning Difficulties, Medical Evaluation, Program Administration, Program Evaluation, Psychoeducational Clinics, Referral, Remedial Programs, Remedial Reading Programs, Social Adjustment, *Student Adjustment |
| IDENTIFIERS | ESEA Title III Project |

ABSTRACT

Three interdisciplinary centers administered an adjustment program for students with learning and behavior problems. Children referred were given development, visual perceptual, and diagnostic reading tests; were evaluated by medical and other specialists; and were placed in a diagnostic classroom for 2 weeks. Those judged to have gross educational deficits were placed in a 9-week program for general remediation or in 4 weekly class periods for reading. Other methods of intervention were also utilized. Over a 12-month period, 318 students received service from referral to treatment and evaluation; a success rate of 83% for treatable pupils resulted, with the greatest success where the means of intervention offered greatest control. Principals indicated favorable opinions. (JD)

ED037851

# APPLICATION
# FOR CONTINUATION GRANT

for

## BEHAVIORAL ENHANCEMENT
and
## PUPIL ADJUSTMENT

---

SUPPORTED UNDER TITLE III — ELEMENTARY AND

SECONDARY EDUCATION ACT OF 1965

(PUBLIC LAW 89-10)

INITIATING DISTRICT — THE SCHOOL DISTRICT OF

KANSAS CITY, MISSOURI

MAY, 1969

EC005185

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

ED037851

# Application for Continuation Grant
## Table of Contents

PAGE

PART I. Statistical Report (Behavioral Enhancement and Pupil Adjustment)

Behavioral Enhancement

PART II. Progress and Activity Report 1

PART III. Dissemination Report 8

PART IV. Evaluation Report 9

Pupil Adjustment

PART II. Progress and Activity Report 1A

PART III. Dissemination Report 7A

PART IV. Evaluation Report 11A

PART V. Estimated Expenditure Report (Behavioral Enhancement and Pupil Adjustment)

PART VI. Proposed Budget Summary (Behavioral Enhancement and Pupil Adjustment)

APPENDICES:

I. Dissemination Materials (Behavioral Enhancement)

II. Evaluation Questionnaire (Behavioral Enhancement)

## PART I

## STATISTICAL REPORT

## Elementary and Secondary Education Act, Title III, P.L. 89-10, As Amended

### SECTION A - GENERAL PROJECT INFORMATION

1. Reason For Submission Of This Form (Check One)

A. ☐ Initial Application for Title III Grant

B. ☒ Application For Continuation Grant (If Application For Continuation Grant Is Preceded By Planning Grant, Give:

1. Grant No. __________
2. Period: From _____ To _____

C. ☐ End Of Project Report
Project Number __________

2. Major Description of Project:

Check One Category Below Which Describes Your Project. If Categories Do Not Apply, Check Not Applicable.

A. ☐ Central City
B. ☐ Geographically Isolated
C. ☐ Programs for Minority Groups
D. ☐ Pre-Kindergarten Program
E. ☐ Programs for Handicapped
F. ☒ Not Applicable

3. Project Title (5 Words or Less)
Behavioral Enhancement & Pupil Adjustment

4. Name of Applicant (Local Education Agency)
School District of Kansas City, Missouri

5. Address (Number, Street, City, State Zip Code)
1211 McGee Street
Kansas City, Missouri 64106

6. Name of County
Jackson

7. Congressional District
Fifth

8. Name of Project Director
J. Glenn Travis

9. Address (Number, St., City, Zip)
1211 McGee Street
Kansas City, Missouri 64106

Phone Number
BA 1-7565
Area Code
816

10. Name of Person Authorized To Receive Grant (Please Type)
James A. Hazlett

11. Address (Number, St., City, Zip Code)
1211 McGee
Kansas City, Missouri 64106

Phone Number
BA 1 - 7565
Area Code
816

12. Position or Title
Superintendent of Schools, School District of Kansas City, Missouri

I hereby certify that the information in this application is, to the best of my knowledge, correct and the local educational agency named above has authorized me as its representative to file this application.

____________________
Signature of Person Authorized to Receive Grant

____________________
Date Submitted

Figure 1

13. Maintenance of Fiscal Effort - Average Per Pupil ADA ☐ or ADM ☐ Expenditures of Non-Federal Funds

A. Second preceding year fiscal year ending June 30, ____ $__________
B. Preceding year fiscal year ending June 30, ____ $__________
C. Estimated current budgeted expenditures fiscal year ending June 30, ____ $__________

| | |
|---|---|
| 14. List the Number of Each Congressional District Served<br>4 and 5 | 15. Total Number of LEA's Served<br>15 |

## SECTION B - TITLE III BUDGET SUMMARY FOR PROJECT

| 1. | | Previous Grant Number | Beg. Date (Mo., Year) | Ending Date (Mo., Year) | Funds Request. |
|---|---|---|---|---|---|
| A. | Initial Application or Resubmission | ▨ | | | |
| B. | Application for First Continuation Grant | | | | |
| C. | Application for Second Continuation Grant | OEG-0-8-073542-0377 | 7-1-69 | 6-30-70 | $419,539 |
| D. | Total Title III Funds | ▨ | ▨ | ▨ | $419,539 |

2. Complete the following items only if this project includes construction, improvements to sites, remodeling, or leasing of facilities for which Title III funds are requested. Leave blank if not appropriate.

| | Type of Function | Title III Funds Requested |
|---|---|---|
| A. | Remodeling ($2,000 or less) | $ |
| B. | Construction (Over $2,000) | $ |
| C. | Leasing 7,550 Sq. Ft. | $ 23,400.00 |
| D. | Improvement to Sites | $ |

## SECTION C - TOTAL SCHOOL ENROLLMENT AND PROJECT PARTICIPANTS ALL PROJECTS ACTIVE IN FISCAL YEAR

| 1. | | Kindergarten | Grades 1-6 | Grades 7-12 | Out Of School Youth | Adults (Exclude Teachers) | Total | Teachers Engaged In In-Service Training |
|---|---|---|---|---|---|---|---|---|
| A. School Enrollment In Geographic Area Served | 1) Public | 14,028 | 80,420 | 55,005 | | | 149,453 | ▨ |
| | 2) Non-Public | 701 | 11,099 | 7,135 | | | 19,035 | ▨ |
| * B. Persons Participating In Project | 1) Public | 1,902 | 10,820 | 3,519 | | | 16,241 | 594 |
| | 2) Non-Pub. | 226 | 1,268 | 419 | | | 1,913 | 104 |
| | 3) Not Enrolled | | | | | | | ▨ |

2. Total number of participants by ethnic groups (Appl. to fig. given in Sec. C1B.)

| White | Negro | Am. Indian | Puerto Rican | Oriental | Mex. Am. | Other (Sp) | Total |
|---|---|---|---|---|---|---|---|
| ** | ** | ** | ** | ** | ** | ** | ** |

3. Rural/Urban Distribution of Participants

| Participants | Rural | | Metropolitan Area | |
|---|---|---|---|---|
| | Farm | Non-Farm | Cen. Cty Low Soc-Econ | Other Cen. Cy. |
| Percent of Total Number Served (Based on Total Number in Sec. C1B.) | | | 51% | 49% |

* See following page

** Federal regulations prohibit schools obtaining this data; it is, therefore unavailable.

* The figures in Item B, Section C - "School Enrollment, Project Participation Data and Staff members engaged," represent the total enrollments of the schools served. The viability of this position is due to inservice training programs for school personnel, continuous consultation with faculties, and joint participation in new procedures which affect the entire student population, not just those served directly by project staff.

SECTION D - TITLE III PROJECT STAFF - ALL PROJECTS ACTIVE DURING FISCAL YEAR

| | TYPE OF PAID PERSONNEL | PERSONNEL PAID BY TITLE III FUNDS | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | REGULAR STAFF ASSIGNED TO PROJECT | | | | NEW STAFF HIRED FOR PROJECT | | | |
| | | NUMBER FULL TIME | PART-TIME | | TOTAL FULL-TIME EQUIVALENT (COL. 2+4) | NUMBER FULL-TIME | PART-TIME | | TOTAL FULL-TIME EQUIVALENT (COL. 2 + 4) |
| | | | NUMBER OF PERSONS | FTE | | | NUMBER OF PERSONS | FTE | |
| | (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 1. | ADMINISTRATION/ SUPERVISION | 2 | 1 | .5 | 2.5 | | 1 | .4 | .4 |
| 2. | TEACHER: | | | | | | | | |
| | (A) Pre-Kindergarten | | | | | | | | |
| | (B) Kindergarten | | | | | | | | |
| | (C) Grades 1-6 | 2 | | 2.0 | | | | | |
| | (D) Grades 7-12 | 1 | | 1.0 | | | | | |
| | (E) Other | | | | | | 2 | 1 | 1.0 |
| 3. | SUBJECT MATTER SPECIALISTS (Artists Scientists, Musicians, Etc.) | 2 | | | 2.0 | | | | |
| 4. | TECHNICIANS (Audio-Visual, Computer Specialists, Etc.) | | | | | | | | |
| 5. | PUPIL PERSONNEL WORKERS (Counselors Social Workers, Psychologists, Attendance Workers | 8 | 1 | .5 | 8.5 | | | | |
| 6. | MEDICAL AND PSYCH. PERSONNEL | 1 | 2 | .35 | 1.35 | | | | |
| 7. | RESEARCHERS, EVALUATORS | 1 | | | 1.0 | | | | |

Figure 1 (Continued)

SECTION D - TITLE III PROJECT STAFF - ALL PROJECTS ACTIVE DURING FISCAL YEAR

|  | TYPE OF PAID PERSONNEL | PERSONNEL PAID BY TITLE III FUNDS |  |  |  |  |  |  |  |
|---|---|---|---|---|---|---|---|---|---|
|  |  | REGULAR STAFF ASSIGNED TO PROJECT |  |  |  | NEW STAFF HIRED FOR PROJECT |  |  |  |
|  |  | NUMBER FULL-TIME | PART-TIME |  | TOTAL FULL-TIME EQUIVALENT (COL. 2 + 4) | NUMBER FULL-TIME | PART-TIME |  | TOTAL FULL-TIME EQUIVALENT (COL. 2 + 4) |
|  |  |  | NUMBER OF PERSONS | FTE |  |  | NUMBER OF PERSONS | FTE |  |
|  | (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 8. | PLANNERS AND DEVELOPERS |  |  |  |  |  |  |  |  |
| 9. | DISSEMINATORS (Writer Public Relations Personnel, Editors, Etc.) |  |  |  |  |  |  |  |  |
| 10. | OTHER PROFESSIONALS | 2 | 1 | .5 | 2.5 |  | 6 | 3.5 | 3.5 |
| 11. | PARA-PROFESSIONAL, TEACHER AIDES, ETC. |  |  |  |  |  |  |  |  |
| 12. | OTHER NON-PROFESSIONAL (Cler., Bus Drivers, Etc.) | 5 |  |  | 5.0 | 1 |  |  | 1.0 |
|  |  |  |  |  |  |  |  |  |  |

Figure 1 (Continued)

Figure 1 (Continued)
SECTION E - SERVICES OFFERED, PERSONS DIRECTLY SERVED, AND ESTIMATED COST OF SERVICES - ALL PROJECTS ACTIVE DURING FISCAL YEAR - TOTAL NUMBER OF PARTICIPANTS (PERSONS MAY BE COUNTED MORE THAN ONCE)

| MAJOR PROGRAMS OR SERVICES | NUMBER OF PUPILS BY GRADE LEVEL | | | | ADULT | OUT OF SCHOOL YOUTH | NUMBER OF NON-PUBLIC PUPILS | ESTIMATED COST (AMT. MAY OVER-LAP |
|---|---|---|---|---|---|---|---|---|
| | Pre-K | K | 1-6 | 7-12 | | | | |
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 1. Develop, Plan, Evaluate, Or Disseminate Activities. | | 1,902 | 10,820 | 3,519 | | | 1,913 | 16,900 |
| 2. Better Utilization of Inservice Education of Instructional Personnel. | | 903 | 6,521 | 1,860 | | | 1,020 | 23,620 |
| 3. Program For Institutional Improvement (Organization, Administration, Management) | | | | | | | | |
| 4. Educational Denters Serving A Large Area. | | | | | | | | |
| 5. Improve Or Expand Curriculum | | | | | | | | |
| Arts (Music, Theater, Etc.) | | | | | | | | |
| Language Arts | | | | | | | | |
| Foreign Languages | | | | | | | | |
| Mathematics | | | | | | | | |
| Science | | | | | | | | |
| Social Studies/Humanities | | | | | | | | |
| Vocational/Industrial Arts | | | | | | | | |
| Other - Specify | | | | | | | | |
| 6. Education Technology Media | | | | | | | | |
| Computers | | | | | | | | |
| TV/Radio | | | | | | | | |
| Other - Specify | | | | | | | | |
| 7. Improving Classroom Instruction | | | | | | | | |
| Flexible Schedule, Industrial Ins. | | | | | | | | |
| Other - Specify - Teacher Consult. | | 2,106 | 11,525 | 3,642 | | | 1,821 | 39,725 |
| 8. Remedial and Special Education | | | | | | | | |
| Handicapped | | | | | | | | |
| Gifted | | | | | | | | |
| Remedial Reading | | 20 | 260 | 170 | | | 155 | 32,640 |
| Speech and Hearing | | 5 | 25 | 35 | | | 20 | 2,800 |
| Other - Specify - Diagnos. Class. | | | 135 | 40 | | | | 29,545 |
| 9. Pupil Personnel Services | | | | | | | | |
| Guidance | | | | | | | | |

## SECTION E - SERVICES OFFERED, PERSONS DIRECTLY SERVED, AND ESTIMATED COST OF SERVICES - ALL PROJECTS ACTIVE DURING FISCAL YEAR - TOTAL NUMBER OF PARTICIPANTS (PERSONS MAY BE COUNTED MORE THAN ONCE)

| | MAJOR PROGRAMS OR SERVICES | NUMBER OF PUPILS BY GRADE LEVEL | | | | ADULT | OUT OF SCHOOL YOUTH | NUMBER OF NON-PUBLIC PUPILS | ESTIMATED COST (AMT MAY OVER-LAP |
|---|---|---|---|---|---|---|---|---|---|
| | | Pre-K | K | 1-6 | 7-12 | | | | |
| | (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| | Social Work | | 65 | 410 | 235 | | | 195 | 71,250 |
| | Health | | | 85 | 35 | | | 45 | 39,680 |
| | Psychological | | | 90 | 30 | | | 30 | 24,955 |
| * | Consultation | | 1,902 | 10,820 | 3,519 | | | 1,913 | 22,355 |
| 10. | Community Service or Participation | | | | | | | | |
| 11. | Meeting Critical Educational Needs | | | | | | | | |
| | Central City | | | | | | | | |
| | Geographically Isolated | | | | | | | | |
| | Minority Groups | | | | | | | | |
| | Early Childhood | | | | | | | | |
| 12. | Behavioral Enhancement | | 700 | 3,550 | 2,300 | | | 450 | 116,069 |

* It is assumed that all classroom children will benefit from consultation to teacher.

## PART II. Progress and Activity Report (Behavior Enhancement)

### 1. PROJECT OBJECTIVES AND EVALUATION TECHNIQUES

The basic objectives of the Behavioral Enhancement Project are to develop within students (a) an awareness of and positive orientation toward self and other people, and (b) skill in relating in a constructive way to the needs of people.

To accomplish the basic objectives of the project which pertain to the characteristics of students, there are other objectives that pertain to the facility of teachers and school administrators and to the effectiveness of the school system. These objectives are regarded by the project as instrumental objectives. The first of the instrumental objectives is to help teachers and administrators become more aware of themselves in relation to the needs of students and colleagues. The second instrumental objective is to help teachers and administrators relate more effectively to the needs of students and/or colleagues. The final instrumental objective is to influence the philosophy, policies, and procedures of the individual school and school system in ways that facilitate the accomplishment of the first two instrumental objectives, which is seen as fundamental to the accomplishment of the basic objectives of the project.

The procedures of the project relate to the stated instrumental objectives; thus, the evaluation of the project is also oriented to the instrumental objectives. There are two kinds of evaluation that have taken place, one informal and the other formal.

Informal evaluation has been conducted on an ongoing basis and involves critiquing among project staff members of individual conferences, group meetings, etc. This critiquing is done immediately following the conference or meeting on a one-to-one basis when possible. At other times, the critiquing is at training sessions for project staff which take place each Friday.

A more formal evaluation was carried out in the middle of the second semester and involved the use of questionnaires in obtaining feedback from teachers and administrators. A more detailed description of this technique and the data obtained is presented in Part IV of this report.

### 2. PROJECT ENDEAVORS IN RELATION TO RESULTS AND EXPECTATIONS

One result particularly encouraging is the number of schools continuing to utilize the Behavioral Enhancement services into the second operational year of the project.

Ten of the thirteen schools participating in the project the first operational year, including all of the Kansas City elementary schools and both parochial elementary schools, have chosen to continue in the project during the second operational year. At the initial presentation of the project in each school district and school building, the project staff encouraged participants to remain with the project for at least a year. However, the freedom to withdraw at any time was emphasized, and at the end of the first year or the beginning of the second year, each school was asked to consider whether they wanted to continue the second year.

Another development not anticipated was the incidental involvement of project staff with several programs which were not directly involved in the Behavioral Enhancement Project. Three members of the project staff responded to the quest of the General Coordinator of Cooperative Urban Teacher Education to serve in a consulting capacity to trainees in the use of sociometry in the classroom. On the request of the Program Director of the Teacher Corps Program, one member of the project staff participated in a series of meetings which involved consulting with staff and Teacher Corps trainees, and in addition conducted a two-day training session for staff and trainees. A project staff member participated in a number of planning sessions with the president and executive committee of the Parent-Teacher Association Council in program planning. There were various other occasions when project staff members were asked by other programs that were not a specific part of the Behavioral Enhancement Project to serve in a consulting capacity.

There are four areas which are of concern to Behavioral Enhancement Project staff.

a. Decrease in County Participation. County participation has been slowly on the decline. Two of the five county districts have maintained the full services of the Behavioral Enhancement Project since the first operational year. One district has withdrawn services completely, while two are served on a limited basis.

b. Implementation of the Systems Model. In the initial planning of the project, the intent was to work simultaneously at the central administrative staff level, building administrative level, and classroom level. Involvement at the central administrative level has not developed to the extent as it was initially hoped. This is probably due in part to the lack of systematic effort at the central administrative level by project staff, who have had very limited time for such effort due to pressing needs at the school building level.

c. Problem of Helping Participants See the Part One Plays in a Problem. The assumption that each individual is an active participant in any episode, where he is involved, whether the outcomes are "good" or "bad" has been difficult for project participants to recognize and internalize. Consequently, failure to see oneself as a part of a problem has rendered it difficult to engage participants in self-awareness as an essential part of the solution.

d. Uncertainty of School Districts Commitment in Continuing Services After Funding. At this report, none of the participating districts have in any way committed themselves to the continuation of the project beyond the funding period. See #6, paragraph 2 for apparent reasons.

## 3. EFFECT OF PROJECT ON THE EDUCATIONAL INSTITUTION

There are no observable changes of the educational institution which can be said to have resulted from the Behavioral Enhancement Project. The educational institution has become more aware of the need to give attention to the development of student behavior; however, this awareness is probably more related to militancy in the community and disruption in the schools than to the efforts of the Behavioral Enhancement Project. The Enhancement Project has influenced the attitudes and behavior of isolated individuals or small groups within the educational institution; but the philosophy, policies, and procedures of the larger institution have been very difficult to change in even a small way.

## 4. COOPERATING AGENCIES

Cooperation by the Behavioral Enhancement Project with community agencies has been limited primarily to the Institute for Community Studies and the University of Missouri at Kansas City. In addition, there has been some minor involvement with the Mid-continent Regional Educational Laboratory. The Project Resource Committee, which was organized by the project during the first year of operation and involved a number of additional agencies, has not been continued during the second operational year. The reason for not continuing the Project Resource Committee is that project administration has not had adequate time to do the planning necessary to make effective use of the Resource Committee.

The project has related to the Institute for Community Studies in a number of ways. The Executive Director of Community Studies has served as a general consultant to the project since its inception. This has involved occasional participation in training activities for project staff, providing ongoing consultation to project administration, and conferring with representatives of the administrative agency for the project concerning specific problems related to the project. In addition, the project has utilized Community Studies facilities for project staff training activities. Community Studies staff, other than the Executive Director, have also served in a consulting capacity to the project.

The project and the Institute for Community Studies probably have both benefited from their relationship. Community Studies has provided external support to the project when internal pressures and uncertainties were great. The project, in turn, has shared first-hand experiences and observations concerning problems in the elementary and secondary schools, knowledge utilization, etc., which has had stimulus value to Community Studies in planning research and program activities.

The University of Missouri at Kansas City has not been involved with the project at the institutional level; however, there have been numerous contacts between project staff and university staff. Five members of the University of Missouri at Kansas City staff have on various occasions met with the total project staff in a consultant-trainer, experience-sharing capacity. One project staff member, on the invitation of the university based Teacher Corps Program, has met on numerous occasions with the Teacher Corps staff and trainees. Another project staff member has met with a class of graduate students in the School of Education to share project concepts and experiences. A professor from one university department has explored the possibility of a project staff member teaching a course at the university. It would seem that these contacts with the university could be the beginning of other involvements which could link the experience of the project to training efforts at the university.

The relationship the project has had with the Mid-continent Regional Educational Laboratory has been a limited involvement of three project staff members serving in a consultant-trainer capacity to a teacher training program (Cooperative Urban Teacher Education) sponsored by the Regional Laboratory.

## 5. CHANGES IN PROJECT OBJECTIVES OR PROCEDURES

There were no basic changes in objectives for the second operational year of the Behavioral Enhancement Project; however, there were some differences in operation. These differences were as follows:

a. Point of Entry. Originally, the Behavioral Enhancement Project emphasized building on strengths to maximize potential, as a point of entry. Nevertheless, the concerns or interests brought to the project consultant over the two-year period have largely been problem oriented. Consequently, the consultant's starting point in relation to his client has of necessity changed from that initially conceptualized by the project. The goal of maximizing potential through positive approaches, however, has remained unchanged.

b. Involvement of Teacher Consultant in Problem Solving. The function of the teacher consultant in the problem solving process is to help the teacher think through and to discuss his or her problem, establish goals, and develop a plan of action toward the attainment of the goals. Teacher consultants have found that some suggested approaches and techniques incorporated in the plan of action have required the consultant to become more actively involved as part of the solution than originally planned. Thus, on occasion teacher consultants have played a co-leader role with the teacher in student interaction groups or in role playing activities, etc. On other occasions a consultant has assumed a major responsibility in preparing a sociogram for a teacher rather than just acquainting her with the relevancy of sociometry. In such situations, however, an attempt is being made to develop teacher competency rather than teacher dependency.

c. Establishment of Teacher Groups. A modification in procedure for the second operational year respresented a shift from the concentration of developing consulting services to individual teachers and school administrators to involving school staff in groups. While consulting on an individual basis is being continued with both teachers and administrators, small groups involving school staff have been established in most of the schools. In each of the participating elementary schools, and in one secondary school, teachers, or teachers and building administrators meet as a group with project consultants. These meetings are held on a regular basis during the school day, or at the close of the school day in thirty to forty minute sessions. Project consultants assigned to a designated building meet with the group of six to eight participants for the purpose of facilitating group skills and project objectives.

d. Alternate Form of Consulting Service. In three schools, the project has developed a consulting service which differs from the originally conceptualized model in that the service does not provide a consultant in residence working exclusively with teachers. In these schools where there is not a teacher consultant present, consulting services are rendered singly by the administrative staff consultant. In two of the schools the administrative staff consultant has engaged exclusively or primarily in a consulting relationship with the building administrator. In the third school, the administrative staff consultant has had limited involvement with the school, but this has included working both with the administrator and teachers. The reasons for taking an alternative approach to offering consulting service was because the original two-level consultant model had not worked satisfactorily the first operational year in two of the schools, and in the case of the third school, budget cuts had reduced project staff size making a teacher consultant unavailable.

## 6. EFFECTIVENESS OF THE PROJECT AS A DEMONSTRATION

At this writing, it cannot be said whether the project will be continued in any way at the termination of federal funding. There is no current reason, however, for much optimism that school districts will adopt the project in total.

School levy problems throughout Jackson County and new state requirements for accreditation, such as the requirement to establish an elementary guidance program, have increased the financial concerns of the various districts. Thus, any program that is not required by tradition or by law does not seem to have a bright future at this time. This does not, however, negate the possibility of some aspect of the project becoming a part of one or more of the participating districts.

No school district at the present time, in the State of Missouri or outside the State of Missouri, to the knowledge of the staff, has adopted the Behavioral Enhancement Project, or any elements of the project.

## 7. PROJECTED ACTIVITIES FOR 1969-70 BUDGET PERIOD

The activities of the Enhancement Project will be modified in relationship to the Parochial schools during the 1969-70 budget period. Service provided to the teachers and/or administration of individual Parochial schools will be limited to meeting on a once-a-week basis with groups of teachers and on a "call" basis with individual teachers before or after school hours. In addition there will be regular weekly contacts with central administrators of the Parochial schools. Regularly scheduled contacts with central administrators have not taken place in the past.

With the exception of the relationship to Parochial schools, project activities will remain unchanged. In the coming year, project staff will do what they have been doing but will strive to do it with increasing knowledge and skill. It is hoped that with the confidence derived from two years of experience that project staff will be more sure of their role and, consequently, more able to respond to their clientele in helpful ways.

An activity which must receive additional attention during the coming budget year is that of exploring the future of the Enhancement Project with participating school districts. There must be careful thought and discussion given to the viability of the model for providing services as well as the validity of the role concept of the consultant which have been developed in the Enhancement Project. It is conceivable that aspects of the consultant role could be continued without continuing the project as such. In any case, it seems important that project staff become involved with participating school districts in considering the future of the Enhancement Project in terms of the long-range interests of the school districts. It is not clear at this time as to how the needed thought and discussion will come about.

## PART III. Dissemination Report (Behavioral Enhancement)

Dissemination by the Behavioral Enhancement Project has been in the form of written materials and oral presentations, both formal and informal. A number of project staff members have shared in some way in each of the above approaches. Dissemination among professionals in other agencies has been primarily in face-to-face contacts as a result of consultation which has been done by project staff. Additional dissemination has been accomplished through presentations by project staff to P.T.A. units and University classes.

Organized dissemination efforts have been restricted by limited staff time and priorities for providing service. There has also been the feeling that the project is in a developmental stage where some kinds of dissemination would be premature and could be detrimental.

Copies of two publications produced by the Kansas City School District which include articles on the Behavioral Enhancement Project are included in the appendix of this report. Other printed materials dealing with the Enhancement Project have been submitted previously to the Missouri Title III, ESEA office.

## PART IV. Evaluation Report (Behavioral Enhancement)

### 1. FINAL YEARLY EVALUATION

The yearly evaluation of the Behavioral Enhancement Project for the budget year of 1968-69 consisted of a feedback questionnaire administered to teachers of the schools participating in the Behavioral Enhancement Project. It is intended that an evaluation questionnaire will also be administered to the principals of participating schools later in the school year.

The approach of evaluating the project by assessing the perceptions of school staff seemed appropriate in that the services provided by the project were offered to school staff rather than directly to students. While over a longer period of time one would expect to observe developmental changes in pupil attitude and behavior, it did not seem valid at this time to evaluate the project in terms of observed changes in students.

The questionnaire (see appendix) administered to teachers consisted of three parts, participation in project, value of project, and validity of project concepts. The questionnaire was handed to each teacher individually by the teacher consultant working in each school. Most teachers returned the questionnaire by leaving it in an envelope in the school office. There were no names on any of the questionnaires and no other way to identify the respondents. One school was not included in the evaluation because the teacher consultant working in that school was ill and unavailable to administer the questionnaire. Two additional schools were excluded because the project had not worked in those schools all of the 1968-69 school year.

The questionnaire was administered during the second week of April. Seventy-two percent of all the teachers in the eight schools where the questionnaire was administered returned the questionnaire. There was a good deal of unrest in the schools at the time the questionnaire was administered. Most school levies had failed, there was uncertainty about contracts and salaries for the coming school year, and some teacher groups were considering a teacher strike. Preoccupation with these concerns may have been responsible for some teachers not returning the questionnaire. It is also possible that attitudes related to the concerns mentioned may be reflected in the responses of those teachers who did return the questionnaire. Nevertheless, there are some interesting observations one can make from the data which is presented in the tables that follow.

Table 1 shows the kind and extent of participating in the Enhancement Project by the teachers in each of the participating schools. It should be noted that participation in the project by each teacher has been on a voluntary basis. It can be seen from Table 1 that 84% of those teachers returning the questionnaire participated in the project in some way. Assuming that those teachers who did not return the questionnaire also did not participate in the project it would mean that 60% of all the teachers in all the school participated in some way.

In Table 2 which deals with the value of the Enhancement Project as perceived by teachers, one can see that in every area with which the questionnaire deals, there are more teachers who perceive the project positively than there are teachers who perceive it negatively. The areas in which the project seems to have been most effective from the teachers' point of view are in helping teachers (a) to understand and relate to students (items 1 and 2) and (b) to become more aware of their own behavior in the classroom and to grow professionally (items 7, 8, 9, 10, 11, and 12). In terms of teachers' perceptions, the project was least effective in (a) helping them to change the behavior of students (items 4 and 5) and (b) in relating to other adults (items 13, 14, 16, and 17). It should be noted that all of the above generalizations are made in terms of the total responses from all schools and that the responses may vary considerably among schools.

Most of the concepts and assumptions on which the Behavioral Enhancement Project is based appear to be valid in terms of the perceptions of teachers who have experienced the project (Table 3). Eighty percent of the teachers returning the questionnaire believe that it is valid to give as much attention to attitudes, values, and feelings as is given to academic learning and ideas in an educational setting (item 1). The concept of consultantion that the Enhancement Project has represented appears to be meaningful to teachers (items 2 and 7). The means provided for teachers to participate in the project seems to be sound (items 3 and 4). By and large, teachers do not see the relevancy of one consultant working mainly with teachers and a second consultant working mainly with administration (item 5). It should be noted, however, that there have been situations in which consultants have felt that they could be more effective in relating to teachers when they did not have to relate to administrators in the same building in a consultant role. It is interesting that a substantial majority of teachers who have experienced the Enhancement Project feel that it is

## TABLE 1

Number of Teachers Who Participated in the Behavioral Enhancement Project in Various Ways as Reported by Teachers in Each of Eight Schools[a] and Percentage That Number Is of Teachers Reporting in Each School

| Participation | | School | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | A | B | C | D | E | F | G | H | Total |
| Teachers in school | | 25 | 30 | 22 | 23 | 29 | 5 | 10 | 35 | 179 |
| Teachers reporting | | 16 | 21 | 15 | 21 | 19 | 5 | 5 | 26 | 128 |
| 1. I have read the Project newsletter, Behavioral Enhancement Viewpoint. | N | 10 | 7 | 8 | 11 | 11 | 2 | 2 | 18 | 69 |
| | % | 62 | 33 | 53 | 52 | 58 | 40 | 40 | 69 | 54 |
| 2. I have at some time read professional literature related to the field of education made available by the Project. | N | 6 | 11 | 14 | 19 | 10 | 4 | 3 | 19 | 86 |
| | % | 38 | 52 | 93 | 90 | 53 | 80 | 60 | 73 | 67 |
| 3. I have participated in workshops or discussion groups for teachers or school staff in which a Behavioral Enhancement Project consultant has assumed a leadership or supportive role. | N | 5 | 8 | 12 | 14 | 11 | 5 | 3 | 16 | 74 |
| | % | 31 | 38 | 80 | 67 | 58 | 100 | 60 | 62 | 58 |
| 4. I have visited informally (in the teacher's lounge, cafeteria, etc.) with a Project consultant about various topics or problems in the field of education. | N | 10 | 19 | 14 | 19 | 14 | 4 | 4 | 24 | 108 |
| | % | 62 | 90 | 93 | 90 | 74 | 80 | 80 | 92 | 84 |
| 5. I have had one or more scheduled or unscheduled conference with a Behavioral Enhancement Project consultant. | N | 7 | 7 | 6 | 8 | 15 | 1 | 3 | 16 | 63 |
| | % | 44 | 33 | 40 | 38 | 79 | 20 | 60 | 62 | 49 |
| 6. I have made use of the Project reserve teacher to take charge of my class when I have had a conference with a Project consultant. | N | 5 | 6 | 4 | 3 | 1 | 0 | 1 | 3 | 23 |
| | % | 31 | 29 | 27 | 14 | 5 | 0 | 20 | 12 | 18 |
| 7. I have had a Behavioral Enhancement Project consultant observe in my classroom. | N | 6 | 12 | 5 | 4 | 14 | 2 | 1 | 15 | 56 |
| | % | 38 | 57 | 33 | 19 | 74 | 40 | 20 | 58 | 44 |
| 8. I have used interaction analysis, sociograms, and/or student reaction questionnaires in my classroom in cooperation with a Behavioral Enhancement Project consultant. | N | 3 | 8 | 8 | 9 | 11 | 2 | 0 | 13 | 55 |
| | % | 19 | 38 | 53 | 43 | 58 | 40 | 0 | 50 | 43 |
| 9. I have used human relations materials and/or role play, behavior modification discussion, or grouping techniques in my classroom in cooperation with a Behavioral Enhancement Project consultant. | N | 5 | 7 | 7 | 6 | 10 | 2 | 1 | 8 | 46 |
| | % | 31 | 33 | 47 | 29 | 53 | 40 | 20 | 31 | 36 |
| 10. I have not participated in the Behavioral Enhancement Project. | N | 6 | 3 | 0 | 2 | 0 | 1 | 1 | 6 | 20 |
| | % | 38 | 14 | 0 | 10 | 0 | 20 | 20 | 23 | 16 |

[a] Only those schools are included in which the Project has worked with teachers all of the 1968-69 school year. One additional school has been omitted due to unavailability of data.

TABLE 2

Number of Teachers from Each of Eight Schools[a] Reporting Various Attitudes and Observations Which Reflect the Value of the Behavioral Enhancement Project

| Stimulus Questions | | School | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | A | B | C | D | E | F | G | H | Total |
| | Teachers in school | 25 | 30 | 22 | 23 | 29 | 5 | 10 | 35 | 179 |
| | Teachers reporting | 16 | 21 | 15 | 21 | 19 | 5 | 5 | 26 | 128 |
| 1. Has the Project helped you to understand your students better? | Yes | 6 | 9 | 9 | 13 | 11 | 2 | 3 | 18 | 71 |
| | No | 3 | 4 | 0 | 1 | 4 | 2 | 0 | 3 | 17 |
| | ? | 3 | 1 | 2 | 4 | 2 | 1 | 1 | 2 | 16 |
| 2. Has the Project helped you to relate to your students more effectively? | Yes | 4 | 9 | 9 | 11 | 12 | 2 | 2 | 16 | 65 |
| | No | 4 | 4 | 0 | 1 | 3 | 3 | 0 | 3 | 18 |
| | ? | 3 | 1 | 3 | 6 | 3 | 0 | 1 | 2 | 19 |
| 3. Has the Project helped you to motivate students in your class? | Yes | 3 | 7 | 4 | 6 | 8 | 3 | 3 | 14 | 43 |
| | No | 5 | 4 | 1 | 2 | 5 | 0 | 0 | 3 | 20 |
| | ? | 3 | 1 | 7 | 7 | 5 | 2 | 1 | 4 | 31 |
| 4. Has the Project helped you in solving behavior problems in your classroom? | Yes | 4 | 5 | 3 | 4 | 8 | 2 | 2 | 11 | 39 |
| | No | 5 | 7 | 3 | 2 | 8 | 0 | 0 | 5 | 30 |
| | ? | 2 | 1 | 6 | 9 | 2 | 3 | 2 | 4 | 29 |
| 5. Have you noticed any positive changes in attitude or behavior of students in your class as a group to which you think the Behavioral Enhancement Project has contributed either directly or indirectly? | Yes | 3 | 7 | 4 | 4 | 9 | 2 | 1 | 10 | 40 |
| | No | 6 | 4 | 3 | 3 | 7 | 3 | 0 | 4 | 30 |
| | ? | 2 | 2 | 4 | 8 | 2 | 0 | 3 | 4 | 25 |
| 6. Has the way you discipline students changed in any way due to any influence the Behavioral Enhancement Project may have had on your thinking? | Yes | 2 | 6 | 6 | 5 | 11 | 2 | 3 | 12 | 47 |
| | No | 5 | 6 | 2 | 7 | 5 | 3 | 0 | 3 | 31 |
| | ? | 4 | 2 | 4 | 4 | 2 | 0 | 1 | 4 | 21 |
| 7. Has the Project been useful to you in establishing goals or objectives in your classroom? | Yes | 6 | 7 | 6 | 9 | 11 | 2 | 2 | 12 | 55 |
| | No | 4 | 6 | 2 | 3 | 4 | 3 | 1 | 3 | 26 |
| | ? | 1 | 2 | 4 | 4 | 2 | 0 | 1 | 5 | 19 |
| 8. Have you done anything differently in your class that was influenced in any way by the Behavioral Enhancement Project? | Yes | 8 | 8 | 8 | 8 | 15 | 1 | 2 | 19 | 69 |
| | No | 2 | 4 | 2 | 1 | 4 | 2 | 1 | 2 | 18 |
| | ? | 1 | 1 | 2 | 6 | 0 | 1 | 1 | 3 | 15 |
| 9. Has the Project provided you with useful information, ideas, or techniques that you probably would not have obtained in some other way during this school year? | Yes | 5 | 11 | 7 | 11 | 12 | 2 | 1 | 18 | 67 |
| | No | 5 | 4 | 1 | 0 | 6 | 2 | 2 | 2 | 22 |
| | ? | 1 | 0 | 3 | 3 | 0 | 1 | 1 | 2 | 11 |

Table 2 (continued)

| Stimulus Questions | | School | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | A | B | C | D | E | F | G | H | Total |
| 10. Has the Project helped you become more aware of your teaching behavior? | Yes | 9 | 9 | 9 | 15 | 13 | 5 | 4 | 19 | 83 |
| | No | 2 | 4 | 1 | 2 | 2 | 0 | 0 | 0 | 11 |
| | ? | 0 | 2 | 2 | 1 | 3 | 0 | 0 | 2 | 10 |
| 11. Has the Project helped you to grow professionally in any way? | Yes | 9 | 7 | 8 | 9 | 12 | 4 | 3 | 16 | 68 |
| | No | 2 | 5 | 0 | 2 | 4 | 0 | 0 | 1 | 14 |
| | ? | 0 | 2 | 4 | 5 | 1 | 1 | 1 | 4 | 18 |
| 12. Has the Project helped you to become more aware of yourself in terms of how you effect other people (students or colleagues) in your professional role? | Yes | 9 | 8 | 8 | 12 | 12 | 2 | 3 | 15 | 70 |
| | No | 2 | 5 | 1 | 3 | 3 | 0 | 0 | 1 | 15 |
| | ? | 0 | 0 | 3 | 2 | 3 | 3 | 1 | 5 | 17 |
| 13. Has the Project helped you relate to other teachers and professional colleagues more effectively? | Yes | 3 | 8 | 6 | 4 | 6 | 1 | 0 | 6 | 34 |
| | No | 5 | 6 | 0 | 3 | 7 | 0 | 0 | 4 | 26 |
| | ? | 3 | 0 | 6 | 7 | 5 | 4 | 4 | 10 | 39 |
| 14. Has the Project helped you become more aware of yourself or become more effective in relating to other people in your non-professional life? | Yes | 6 | 3 | 4 | 6 | 6 | 1 | 2 | 6 | 34 |
| | No | 3 | 8 | 2 | 4 | 8 | 0 | 0 | 7 | 32 |
| | ? | 1 | 3 | 5 | 7 | 3 | 4 | 2 | 7 | 32 |
| 15. Has the Project influenced your philosophy of education in any way? | Yes | 5 | 3 | 4 | 6 | 10 | 1 | 1 | 10 | 40 |
| | No | 4 | 8 | 3 | 7 | 5 | 2 | 2 | 7 | 38 |
| | ? | 2 | 3 | 5 | 3 | 3 | 2 | 1 | 3 | 22 |
| 16. Has the Project helped to improve communication and understanding among teachers in your school building in any way? | Yes | 2 | 12 | 4 | 4 | 6 | 1 | 0 | 12 | 41 |
| | No | 7 | 3 | 1 | 5 | 5 | 2 | 0 | 4 | 27 |
| | ? | 2 | 1 | 6 | 7 | 7 | 2 | 4 | 4 | 33 |
| 17. Has the Project helped to improve communication and understanding between teachers and administration in your school building? | Yes | 2 | 6 | 6 | 3 | 9 | 2 | 0 | 9 | 37 |
| | No | 5 | 6 | 2 | 6 | 5 | 2 | 0 | 6 | 32 |
| | ? | 2 | 2 | 4 | 8 | 3 | 1 | 4 | 5 | 29 |
| 18. If you have participated in group meetings conducted by the Project, have you found these meetings to be worthwhile? If you have not participated in groups do not answer this question. | Yes | 0 | 6 | 9 | 9 | 9 | 2 | 3 | 14 | 52 |
| | No | 7 | 1 | 0 | 0 | 0 | 2 | 1 | 1 | 12 |
| | ? | 2 | 0 | 2 | 4 | 1 | 1 | 0 | 0 | 10 |
| 19. Do you think the Behavioral Enhancement Project should be continued? | Yes | 8 | 9 | 8 | 9 | 12 | 2 | 1 | 17 | 66 |
| | No | 3 | 2 | 2 | 0 | 0 | 2 | 1 | 1 | 11 |
| | ? | 1 | 3 | 2 | 8 | 3 | 1 | 1 | 6 | 25 |

[a] Only those schools are included in which the Project has worked with teachers all of the 1968-69 school year. One additional school has been omitted due to unavailability of data.

## TABLE 3

Number of Teachers from Each of Eight Schools[a] Reporting Various Attitudes about the Validity of Some Concepts and Assumptions on Which the Behavioral Enhancement Project is Based

| Concept or Assumption | | School | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | A | B | C | D | E | F | G | H | Total |
| Teachers in school | | 25 | 30 | 22 | 23 | 29 | 5 | 10 | 35 | 179 |
| Teachers reporting | | 16 | 21 | 15 | 21 | 19 | 5 | 5 | 26 | 128 |
| 1. Is it valid to give as much attention to attitudes, values, and feelings as is given to academic learning and ideas in an educational program? | Yes | 10 | 14 | 15 | 19 | 16 | 5 | 4 | 20 | 103 |
| | No | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 3 | 5 |
| | ? | 1 | 2 | 0 | 0 | 0 | 0 | 0 | 1 | 4 |
| 2. Is it valid for Behavioral Enhancement consultants to work with teachers and other school staff rather than directly with students? | Yes | 8 | 9 | 11 | 7 | 10 | 1 | 1 | 22 | 69 |
| | No | 2 | 5 | 2 | 2 | 1 | 1 | 0 | 0 | 13 |
| | ? | 2 | 2 | 2 | 5 | 4 | 3 | 3 | 2 | 23 |
| 3. Is it valid to make participation in the Behavioral Enhancement Project voluntary? | Yes | 9 | 14 | 14 | 15 | 14 | 4 | 3 | 22 | 95 |
| | No | 2 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 4 |
| | ? | 1 | 1 | 1 | 5 | 0 | 1 | 1 | 2 | 12 |
| 4. Is it valid to have a Behavioral Enhancement consultant maintain residency in your school building rather than be available on a "call" basis? | Yes | 9 | 8 | 8 | 10 | 12 | 1 | 0 | 17 | 65 |
| | No | 1 | 2 | 1 | 1 | 2 | 3 | 1 | 3 | 14 |
| | ? | 1 | 5 | 6 | 6 | 3 | 1 | 3 | 3 | 28 |
| 5. Is it valid to have one Behavioral Enhancement consultant work mainly with teachers and a second Behavioral Enhancement consultant work mainly with administration in the same school building? | Yes | 5 | 1 | 1 | 2 | 4 | 0 | 0 | 3 | 16 |
| | No | 5 | 11 | 3 | 10 | 6 | 1 | 1 | 12 | 54 |
| | ? | 3 | 4 | 6 | 8 | 3 | 4 | 2 | 9 | 39 |
| 6. Is it valid to have a Behavioral Enhancement consultant working in your school building in addition to other supportive personnel such as psychologists, counselors, instructional consultants, etc. who may already be available to you? | Yes | 8 | 10 | 8 | 9 | 13 | 2 | 2 | 19 | 71 |
| | No | 3 | 2 | 2 | 3 | 2 | 2 | 0 | 2 | 16 |
| | ? | 1 | 4 | 5 | 5 | 1 | 1 | 2 | 2 | 21 |
| 7. Is it valid for a Behavioral Enhancement consultant to listen, respond to feelings, and aid in problem solving rather than give expert advice? | Yes | 9 | 10 | 11 | 14 | 13 | 2 | 0 | 18 | 77 |
| | No | 1 | 2 | 1 | 0 | 1 | 0 | 1 | 0 | 6 |
| | ? | 2 | 3 | 3 | 4 | 1 | 3 | 3 | 6 | 25 |

---

[a] Only those schools are included in which the Project has worked with teachers all of the 1968-69 school year. One additional school has been omitted due to unavailability of data.

worthwhile to have a Behavioral Enhancement Project consultant working in their school building in addition to psychologists, counselors, or instructional consultants who are also working in the building (item 7).

While the data just reported may not be conclusive validation of the Behavioral Enhancement Project, it would appear that there is reason to continue the project and reason for optimism with respect to what it may accomplish in the long run.

## 2. EFFECTIVENESS OF THE PROJECT AS A DEMONSTRATION

(See Part II, Section 6 of this report.)

## PART II. Progress and Activity Report (Pupil Adjustment)

## I. OBJECTIVES

The major objectives of the project are three in number:

A. Determination of basis of pupil problems;
B. Provision of remediation services related to pupil needs;
C. Expansion of services within the schools, and assumption of increased responsibility by schools for their provision.

Program emphases are comprehensive pupil evaluation, consultation, remediation and treatment, and formal and informal opportunities for faculty development.

During fiscal year 1968-69, a contract for project evaluation was executed with Mr. Clifton M. Wignall, Director of Research and Program Evaluation, Colorado State Hospital, Pueblo, Colorado. Under his direction, a full time project staff member developed the basic data on pupils served, on school services, and on project services for fiscal 1967-68, and 1968-69. A copy of the report entitled EVALUATION--Program for Pupil Adjustment is attached to this application. It contains detailed description of the evaluation design and techniques, and of the effect of the project on clientele up to this point. As indicated in the evaluation report, a later supplement will complete the 1968-69 fiscal and academic year findings.

## 2. RESULTS VERSUS EXPECTATIONS (PUPIL ADJUSTMENT)

There is probably no single expectation which has not been exceeded in some schools, and realized only partially, or not at all in others. While personnel of the project may have initially held common expectations for all schools, these have been modified as greater understanding has been developed about specific needs, already existing services, organizational structure of the school, and its relationship both to its particular clientele and to the School District.

However, and in general, results have exceeded expectations in the following areas:

Acceptance and integration of project services into total school operation.

Selectivity in referral. School personnel have demonstrated high ability in identification and referral of pupils whose problems are beyond solution by use of their existing resources.

Relative absence of defensiveness in permitting and even welcoming classroom observations by our personnel, and equal frankness in discussing not only instructional and management methods, but also feelings in relation to individual pupils and families.

Favorable interpretation to parents of the value of our services to pupils.

Growth in ability of teachers to work with parents in joint problem-solving efforts.

Willingness of principals and faculty to involve themselves in work-shops, seminars, and the like, with our personnel.

Freedom, particularly in the private (parochial) schools, to modify practice, and even total curriculum in their schools.

Acceptance of Institute personnel as "ex-officio" faculty members of the schools served, as specialized service personnel, as consultants, as expediters in securing needed services for pupils and in developing formal and informal educational opportunities for faculty.

Expressed requests for services from parents of children in schools not currently served. Generally such requests are prompted by interpretation of the service by school personnel, by other parents, or by physicians and educators in the community.

During the current year, an increasing number of parents of pupils in the schools served, have requested referral of their children to us at the time of the first parent-teacher conference of the year. This appears to have a direct relationship to the intensity of our personnel's dissemination effort to the school patrons and to the general community of the school.

Gratifying progress has been made during the current year in the adoption by teachers in some schools of more individualized instructional methods and materials. Such adoption, however, is far from general. In a number of schools, there is the same reluctance--or even resistance--which was noted last year, to depart from the "standard" texts and materials.

Results have generally fallen short of expectations in the following areas:

Relatively slight impact of the program on the second echelon of administrative and supervisory personnel in the various School Districts. The primary responsibility for initiation of change rests with this group, not only in the schools we serve, but also in all schools of the District; yet for the most part, we have little access to them. Some of the reasons for absence of communication seem clear.

From the inception of the project two channels of communication were regarded as essential, that to the Superintendents of the Districts through the Initiating District and the Coordinating Committee, and that to the principals and faculties of the schools served. In retrospect, it appears that a more analytical review of the elements of our program might have compelled establishment of channels of communication with the Directors of Curriculum Development, of Pupil Services, of Personnel and Faculty Development, and of Specialized Services. Elements of our program impinge on each of these areas. Without the means of free exchange with District Directors, there has been no possibility of integration and/or cross-fertilization. In the schools served by the project, teachers occasionally evidence some uncertainty about supervisory attitudes toward suggestions made by project personnel, even when their experience with the pupil confirms the reasonableness of the suggestions.

## 3. EFFECT ON EDUCATIONAL INSTITUTIONS (PUPIL ADJUSTMENT)

Probably the greatest change resulting from the project is the increased active operational awareness of many teachers and principals that learning and behavioral problems in the classroom are inextricably related, and that both have identifiable causes, some of which are amenable to treatment in the classroom and school. This awareness has at least shaken the implicit expectation that referral of a pupil to a community service agency would result either in the transformation of the child, or his removal from the classroom and/or the school--an expectation which was generally not realized. This awareness--that continuing and often major responsibility must remain with the teacher--is not necessarily conducive in the initial stages to a higher level of satisfaction for teachers. It does appear to contribute to the development of a degree of anxiety which, in some teachers, accelerates learning, produces greater competence and eventually more professional satisfaction.

The evaluation services of the Institute for Pupil Study have uncovered perceptual, developmental and neurological difficulties in a quite sizable number of children who were referred as underachievers and discipline problems. The "underachiever" label has generally been affixed to children who, by reason of intelligence test results, have been considered capable of achieving at the "average" level.

Failure to reach this level was attributed by many to a determination to thwart authority, to emotional disturbance related to family situations and past experiences, to lack of parental interest, etc.,--all, it will be noted, beyond the sphere of influence of the teacher. Disruptive behavior in the classroom, even by children categorized as "slow", is only presently being regarded by many as a logical reaction to pupil inability to master content designed for intellectually able students.

Increasingly teachers are evidencing willingness to work on problems with children, and are seeking consultation on ways of varying their approach to meet individual needs. This trend is more often manifested in relation to behavioral problems than to learning problems and their remediation. However, as has been mentioned above, gratifying progress has been made in this area also, particularly in those schools in which class size permits a more individualized approach.

## 4. EFFECT ON COOPERATING AGENCIES

The schools which have cooperated with the Institute are listed in the Evaluation Report, and the statistical material includes details on enrollment and distribution. The Evaluation Report also provides illustrative material ("case-studies") of the project's impact in the modification of curriculum in some schools, in the introduction of remediation techniques, and in expanding the teacher's understanding of pupil needs and in encouraging alternate methods of management.

## 5. PROJECT OBJECTIVES AND PROCEDURES

Project objectives have remained constant throughout the funding period. The methods and procedures were designed to be used selectively, as the individual pupil's problems indicated, and they have been so applied.

The accompanying Evaluation Report shows the extent to which various procedures were utilized.

## 6. CONTINUATION OF PROJECT AFTER TERMINATION OF FEDERAL FUNDING

a. The Initiating District has assumed responsibility for exploring with the Cooperating School Districts their willingness and ability to underwrite continuation, in whole or in part, of the project services. The exploration has also been directed to the possibility of assistance during the 1969-70 fiscal period. It is assumed that the Initiating District will continue its efforts and maintain leadership responsibility in planning for the project.

b. If the project does not continue, it appears to be a sound assumption at this point in time that the primary reason will be the financial plight of the various School

Districts. To date, the great majority of school levies and bond issues submitted to the voters by the School Districts have failed to pass.

c. A project proposed recently by the School District of North Kansas City, (Clay County), contains many of the elements of our operation. The North Kansas City School District has had access to our several proposals, and IPS personnel have discussed our operation with representatives of that District.

## 7. PROJECTED ACTIVITIES 1969-70 BUDGET PERIOD

The 1969-70 budget period is the third operational year for the project. No additional educational needs or objectives are included in activity programming. Rather, the same services and activities will be offered, and effort will be made to serve the needs of the present cooperating schools.

During the summer (1969), an intensive remediation program will be operated for children already evaluated and determined to need motor, perceptual, reading, and general remediation. Teachers in the cooperating schools will be invited to participate as volunteer assistants. Should sufficient interest be evinced, workshops will be offered in methods of identifying deficits in the above named areas, and in techniques of remediation specific to them. Because of anticipated budget limitations, it will not be possible to provide stipends, and time will not permit completion of arrangements whereby teachers could receive academic credit for the experience. Both factors will undoubtedly affect teacher response.

It is expected that the volume of referrals from the private (parochial) schools will be reduced. The before--and after--school activities of our personnel in the parochial schools may be channeled primarily into faculty development and in-service training, with much less emphasis on direct service to pupils.

Both the anticipated reduction in 1969-70 project funding, and the consideration of phasing out of Federal financing, have prompted some internal reorganization of the project operation. At present, personnel are located in three Area Centers, each working with schools in the adjacent section of Jackson County. In 1969-70, upon expiration of current leases, only two Area Centers will be maintained, with attendant reduction in administrative and over-head costs. There will be no reduction in personnel whose major duties are related to pupil and school services. In so far as possible, assignments will not be changed, thus enabling personnel to continue working with the same schools.

Each of the two Centers will provide for the full range of project services, both to pupils and to schools. These will consist of evaluation, remediation, consultation with teachers and principals, and in-service training for school faculties as needed and desired.

The Cooperating School Districts have been asked to consider the possibility of providing space for the whole project or for one Area Center. However, since each Center will include one Diagnostic and Remediation classroom, and one Reading Laboratory, as well as space for project personnel, the likelihood of so much free space being available for two Centers appears remote. An alternative of locating both Area Centers under the same roof is being explored, to determine whether the reduction in fixed charges will be substantial enough to offset increased travel costs.

The method and procedures for evaluation for 1969-70 will closely resemble those carried out in the current year. Effort will be made to develop more definitive instruments for measuring change.

## PART III. Dissemination Report (Pupil Adjustment)

### A. SUMMARY OF DISSEMINATION ACTIVITIES

1. Methods. Methods of dissemination used have been varied. Newspaper items referring to the activities of the Institute for Pupil Study have appeared in the Kansas City Star. Many requests for the first publication of Institute Press Scripts from individuals and schools have been honored. Members of the administrative and professional staff have accepted speaking engagements with organizations and schools describing the Institute program as a whole or various aspects of it. Seven professional staff members have presented papers at national professional meetings, reporting findings in the area of learning disabilities and behavioral disorders. Meetings were arranged in the fall with all home school coordinators in the Kansas City District, with guidance counselors and other staff of pupil personnel services in Lee's Summit for the purpose of giving them information about the Institute and ways they could use the services. The Director and Area Center Directors have participated in state-wide Title III meetings for short presentations describing the Institute for Pupil Study. Copies of mimeographed and printed material were available to conference participants. Several university classes from Warrensburg, Columbia, and Kansas City have visited the Institute Centers. The Institute for Pupil Study cooperated with the Regional Office of the United States Office of Health, Education, and Welfare, located at Kansas City, Missouri, in a program for informing regional office staff of the Institute and its purposes. Staff from the regional office spent four full days in this orientation.

   Every member of the Institute for Pupil Study considers himself a disseminator of Institute information. All staff members have close contact with school personnel, community organizations, institutions of higher education, civic planning committees, and the multiple disciplinary professional organizations.

2. Assessment of dissemination efforts. Successful dissemination efforts have been due to the acceptance of responsibility for this purpose by all staff members of the Institute. The Initiating District of Kansas City has included the Director of the Institute for Pupil Study in professional meetings of school personnel. Area Center Directors have kept in contact with principals of the schools which they were serving,

and in one Center a meeting was organized for the superintendents and principals of the cooperating schools in that Center.

Local, state, and national professional organizations have been cooperative in their consideration of scheduling time on their programs for Institute dissemination. Local newspapers and educational television have sponsored programs and items of newsworthy interest.

Unsuccessful dissemination efforts have been due partly to the unstable state of funding at the beginning of the fiscal year. The plan for a regular publication of Institute Press Scripts was delayed because of lack of funds; also, the publication of brochures for each Center. It is the projected plan for the fiscal year 1969-70 to realize these or similar publication efforts. More time should be given in the future to the release of news information to the local newspapers of the cooperating districts and the diocese. Articles have appeared in the publication of the Missouri Education Association; however, such articles should be presented on a regular schedule to publication offices and programs arranged well in advance on the educational television channel.

Institute staff have presented programs or papers to the following groups:

Parent-Teacher Associations:
- St. Catherine's, Kansas City-St. Joseph Diocese
- Butcher-Greene, Grandview District
- Pleasant Lee Elementary School, Lee's Summit District
- Boone Pre-School P.T.A. 3 sessions, Center District
- McCoy Elementary, Independence District
- Fleetwood Elementary, Raytown District
- Kensington Elementary, Kansas City School District
- Child World Pre-School, (Private)
- Pre-School Mother's Group, Methodist Church, 8800 Summit St., Kansas City, Missouri

Colleges and Universities:
- University of Missouri at Kansas City - Education Administration Group
- University of Missouri at Kansas City - Seminar on Behavioral Disorders
- University of Missouri at Kansas City - Special Education Practicum
- University of Missouri at Kansas City - In service Training for teachers at Humboldt High School,

classes in the Jackson County Homes and Schools and selected special adjustment room teachers of Kansas City
University of Missouri at Columbia - Classes in the Education of the Cerebral Palsied
University of Kansas School of Social Work
University of Kansas School of Nursing
Rockhurst College - Current Issues in Education

School Personnel Groups:
Classroom Teacher's Association, Grain Valley School District
Metropolitan Kansas City Directors of Special Education
Greater Kansas City Council for Exceptional Children
Oklahoma State Federation Council for Exceptional Children
National Council for Exceptional Children, New York City, New York
Kansas City School Administrators Association
Jackson County School Administrators Association

Varied Groups:
R.L.D.S. Men's Club, Walnut Park
Episcopal Seminar, Independence
South Jackson County Kiwanis Club
Kansas City Mental Health Association
R.L.D.S. Religious Education Group, Independence
Human Resources Staff, Independence
Community Mental Health Panel, Raytown
St. Mary's Hospital Auxiliary
Greater Kansas City Mental Health Foundation
HEED School, Kansas City (Help Educate Emotionally Disturbed)
Missouri Association for Children with Learning Disabilities
Johnson County Mental Health Center Staff
Conference on Utilization of Research Findings, Institute for Community Studies
Kansas City Mayor's Conference on Urban Planning
Woman's City Club Forum
Independence Rotary Club
Kiwanis Club, Independence
Mid-Continent Regional Educational Laboratory, Kansas City, Missouri
Weekly Staff Meeting, Western Missouri Mental Health Center

Appointments at the National Level:
Mrs. Eunice Livingston, Special Education Diagnostic Teacher is serving on the Missouri White House Conference Committee on Children and Youth to prepare for the President's White House Conference on Children and Youth in 1970.

Dr. Fay M. Teague, Director of the Institute, is serving on a three year appointment on the National Pre-School Committee for the National Council for Exceptional Children.

## B. COPIES OF DISSEMINATION ITEMS

These have been submitted to the State Educational Agency as they appeared.

## C. ITEMS PRODUCED BY PROJECT

Items were distributed at the Title III Conference at Jefferson City and copies were given to the Administrative and Professional staff of Title III, ESEA, Missouri State Educational Agency.

# EVALUATION

## PROGRAM FOR PUPIL ADJUSTMENT
## INSTITUTE FOR PUPIL STUDY
## KANSAS CITY, MISSOURI

CLIFTON M. WIGNALL, *Evaluator*

**What can a tired heart say,**
**Which the wise of the world have made dumb?**
**Save to the lonely dreams of a child,**
**'Return again, come!'**

— *Walter De La Mare*

# EVALUATION

## PROGRAM FOR PUPIL ADJUSTMENT

July 1, 1967 - June 30, 1969

Institute for Pupil Study

2 West 40th Street

Kansas City, Missouri 64111

Preliminary Report

CLIFTON M. WIGNALL, *M.A.; Dipl. Anthro. (Oxon.)*
*Evaluator*

# FOREWORD

The availability of Title III funds of the Elementary and Secondary Education Act challenged educators and auxiliary personnel to construct professional services for the assistance of school children in school settings. The Kansas City public schools, the outlying public school districts in Jackson County, and the private schools were all desirous of a cooperative plan which would provide the best educational intervention which the resources of the appropriate disciplines could supply. The Initiating District of Kansas City contracted with the Greater Kansas City Mental Health Foundation for the implementing of the Pupil Adjustment phase of the Title III operation; thus, the Institute for Pupil Study emerged.

Evaluation of the effectiveness of the project has been a continuing process. Not only was evaluation a mandate from the United States Office of Education and the State Department of Education, but the contracting agent with the approval of the Initiating District and the Coordinating Committee included a sizeable figure for evaluation in the budget for 1968-1969. Various means of informal evaluation had not given the professional and administrative staff as accurate a picture as they desired in determining the strengths and weaknesses of the project. Therefore, the Greater Kansas City Mental Health Foundation contracted with Mr. Clifton M. Wignall for a scientific plan of evaluation. Mr. Wignall's work is presented to you in this preliminary report with full information available to him from staff interviews, staff reporting, school feedback, analysis of time and effort reports, comprehensive study of evaluation of individual students, review of instructional and remedial efforts, follow-up of recommendation and consultation with school personnel, pupils and parents, and monthly on site visitation to the three areas of the Institute.

The Institute for Pupil Study and administrative staff commends Mr. Clifton M. Wignall and his project research assistant, Mrs. Marilyn P. Fryer, for their intensive study and efforts in the preparation of this report. As a result, changes for a more efficient organization are in process with evaluation an ongoing procedure to provide better learning environment for the school children of Jackson County.

Fay M. Teague, Ph.D.
Director, Institute for Pupil Study
April 2, 1969

# ACKNOWLEDGEMENT

The staff of the Institute for Pupil Study gave full cooperation to the evaluation of the Program for Pupil Adjustment. Dr. Fay M. Teague, Director of the Institute, mobilized all of the resources needed to make the evaluation possible. Miss Helen Doyle, Director of Center II, gave much technical assistance and sound criticism. Dr. Joe Ford, Mr. M. Duane Thomas, and Mr. Charles Browne, Center Directors, provided essential data and promoted the full cooperation of the staff in each Center. Dr. Charles B. Wilkinson and Dr. Robert H. Barnes, both of the Greater Kansas City Mental Health Foundation, gave friendly, high level support and encouragement. Superintendents and teachers of Jackson County schools gave freely of their time to assist in the evaluation of individual treatment results, and offered candid remarks about the effectiveness of the program. Mrs. Vesta Baehr, R.N., provided data on clinical consultations. Mrs. Marilyn P. Fryer, Project Research Assistant, did yoeman service in collecting and tabulating data for the total evaluation. Mrs. Clara M. DiChellis prepared the text on the composing machine.

Cover design by Joseph Russo.

# TABLE OF CONTENTS

Foreword: (Dr. Fay M. Teague) . . . . . i

I. Philosophy of Program . . . . . . . 1

II. Objectives of Program . . . . . . . . 6

III. Description of Program . . . . . . . 10

IV. Evaluation of Program . . . . . . . 34

# I PHILOSOPHY OF PROGRAM

The emergence of the mass society in America since World War I places increasingly complex burdens upon her schools. Urbanization and the growth of cities creates mass demand for education which only can be met by a highly sophisticated organization of resources. These same social processes have led to the displacement of many socializing functions from the family to the school. The work of education in enhancing the capabilities of the individual becomes ever more crucial as the social and economic penalties to the person who lacks education increase. In assuming a heavier burden of responsibility for the socialization of individuals, education has become of paramount importance not only in the transmission of an increasingly complex cultural heritage but also in providing the mass education upon which America's democratic political system rests. The task of education increases in importance and difficulty.

The forces which have imposed such heavy burdens upon education have also created conditions which make educational institutions vulnerable to attacks. As Philip Selznick says:

> Mass behavior devalues social institutions and therewith subverts their character-defining functions. Institutions are defended, often at great cost of life and resources, because they come to reflect society's self-image. They define its aspirations and moral commitments; they are the source and receptacle of self-respect, of unique identity. No enemy is so dangerous as he who threatens these valued principles and structures . . . . Population sectors take on a mass quality as they are alienated from symbolic and institutional loyalties. But the movement is reciprocal. The pressure of the mass upon key social agencies – especially in education and science – results in demands for a narrow utilitarian justification. . . . . This leveling pressure, indifferent to long-run cultural meaning, combines with the demand for efficiency and service to deny institutions any intrinsic value. The mass thus joins with other forces in industrial society to transform institutions into organizations. They become technical (and expendable) instruments for the achievement of proximate goals. The general consequence of this process is to

> attenuate and confuse society's self-image; to increase the likelihood of severe shifts in behavior under the pressure of immediate exigency; and to make possible the capture of key institutions – no longer well defined in character – by organizational manipulators.[1]

Schools increasingly become targets in political combat. Varieties of special interest groups make conflicting demands upon educational administrators, and the back-lash of these pressures is often seen in pupil behavior problems within the classroom.

There is a continuum of social causation in many student behavior problems ranging from the first grade classroom to the university campus. There is also a continuum of effort over the same educational range to so richly teach and socialize the student that he does not fall prey to pressures of mass society – that as an educated man he may represent in his person the more humane values of the Western heritage. In face of the onslaught of modern mass society, education must attempt to transform the potential member of the mob into a unique, self-fulfilling useful citizen; and it must do this within the organizational framework of mass education. This task calls forth the highest skills of organization and administration to bring the rich array of our cultural gifts to bear upon the problem.

While this sociological diagnosis may describe the educational problem generally, it does not describe the problem as it may exist for the individual pupil. For him the successive developmental problems of latency and adolescence must be mastered in family, peer-group, and school environments which are subject to the influences of mass society. All of these environments are likely to be more complex and less supportive of emotional and educational growth than they were in America fifty years ago. The child who is subject to non-supportive or disturbing home or peer-group environments may carry the reaction to these environments into classroom. Here he may present behavior and learning problems which impede his normal development and which disturb others. While his problems have roots in social environments outside the school, it may be helpful to him and to other students if his problems can be identified and ameliorated by the school environment.

---

[1] Philip Selznick, "Institutional Vulnerability in Mass Society" in America As a Mass Society, ed. by Philip Olson, The Free Press of Glencoe, 1963, pp. 25-27.

Because the causes of student behavior and learning problems are complex and often difficult to diagnose, specialized services must be developed within the schools to deal with these problems. The classroom is not the place for such diagnosis, however. The common symptoms of impaired learning or disturbed behavior may have a variety of causes which are not readily apparent. In every instance Morgan's canon must be obeyed: we seek a psychological or social explanation for the behavior only after the physical basis for the behavior has been explored. Whatever the causes, remedial measures must be taken as early in the student's career as possible to help him gain the maximum from precious developmental years which never return.

Demands upon educational systems for service are increasing faster than resources, and educational programs are geared to a climate of crisis. Daily problems in the classroom, the school, and the school district often generate a sense of immediacy which leads to the exhaustion of resources in the effort to achieve the maximum educational effect in the maximum number of students. Clearly, if the specialized needs of students whose learning and behavior are impaired by undiagnosed and untreated physical, social, maturational or learning deficits are to be met in the educational environment, a specialized educational organization will have to do the work.

The project for Behavioral Enhancement and Pupil Adjustment of the Kansas City, Missouri, schools represents an innovative model of the organization of specialized educational services addressed to the reduction of some of the effects of the current crisis in the classroom. It is based upon the belief that teachers need back-up services to help them keep abreast of rapidly advancing knowledge and methods for enhancing the behavior of students portraying the depersonalizing effects of growing up in mass society, and to offer specialized diagnostic and treatment services for students whose behavior and learning problems are beyond the resources of the classroom. The programs for Behavioral Enhancement and for Pupil Adjustment operate separately; but both programs have as their objective the continuous enrichment of teachers and schools in skills and insights which will aid them in the crucial battle against ignorance and its social consequences.

A further statement of the philosophy of the Program for Pupil Adjustment is offered by Helen E. Doyle, Director of Center II, Institute for Pupil Study, as follows:

> We view learning as the major task of the school age child and as the prime source of his personal satisfaction, of parental approval, and of self-esteem. The learning task is complicated by the demand that it proceed simultaneously on many fronts –– academic, psychological, social, and physical –– and that the rate of his progress must be approximately the same as that of his peer group. Without too much consideration of individual differences, each child is confronted with the necessity of mastering a wide range of information, knowledge, and skills. Interference with orderly and desired development in one area may be limited to that area, or it may affect the total process. While teachers are generally unerring in recognizing the effects of the interference with learning, they are less able to identify its causes and to decide upon the appropriate methods of intervention and remediation.

This philosophy of program is consistent with the most recent developments of research and thought in "ego psychology."[2] It represents an application of the most recent tested insights in this field.

The Program for Pupil Adjustment is based also upon a philosophy of organization of services. Through the Institute for Pupil Study it gathers together the specialized talent needed to diagnose and treat the diverse conditions which produce marked learning and behavior problems in students. It develops a process whereby the maximum benefit of this talent can be derived, at the same time assuring that every pupil referred for service receives complete diagnosis and treatment. The Institute has the advantage of being able to offer a full range of services in one place, to handle many treatment problems in less expensive group settings, and to provide comprehensive management of service for each pupil.

The "institute" was selected as the organizational model for the operation of the Program for Pupil Adjustment because it incorporates three interrelated advantages. It provides a neutral setting in which professionals from a variety of disciplines can work together toward common goals without the wasteful discord which invariably arises when one discipline attempts to dominate another. It creates an environment of learning and research, as well as service, promoting the knowledge and skill of all professionals who work in it. It provides a unique setting for professional training in many disciplines – a setting which displays the great diversity of causes which may produce similar effects in pupils, and which broadens the experience of trainees in dealing professionally with persons from a variety of disciplines. It creates an environment in which problems, knowledge, and skill come together with success or failure – an environment productive of new knowledge about the diagnosis and treatment of problems of pupil adjustment.

---

[2] Vide. John Cumming and Elaine Cumming, *Ego and Milieu: theory and practice of environmental therapy*, New York: Atherton Press, 1966, pp. 11-60, for a discussion of recent developments in "ego psychology."

Commenting on the purpose of this, Miss Doyle says:

> The role of the Institute then becomes one of supplementing the teacher's work by coming to know the pupil and his family, by assessing his physical, intellectual and psychological capacities, by pin-pointing the source of the interference, and by deciding upon the measure of intervention.
>
> Remediation of the pupil's "hang-up" requires the concerted efforts of the pupil, his family, his teachers, his peers and IPS staff. The objectives are to modify the unfavorable pressures under which the pupil has been operating, and to enable him to experience more success in learning, thereby, increasing his satisfaction, enhancing his self-esteem, and heightening parental, teacher and peer approval of his more rapid growth in mastering his age tasks.

The Program for Pupil Adjustment is thus based upon the recognition of the needs of students displaying learning and behavior problems in school for specialized diagnosis and treatment. The resolution of these problems is possible through the program of an institute which brings the contributions of all relevant disciplines to bear upon the complex causes of the problem. The resolution of the student's problem contributes to his continuing development, and frees the school to pursue its crucial social objectives.

## II OBJECTIVES OF PROGRAM

In analysing a program, evaluative research recognizes three levels of objectives. On the highest level it distinguishes the "ultimate" objectives which flow from the philosophy of the program. The attainment of these ultimate objectives is predicated upon the achievement of a set of "intermediate" objectives, which are usually the stated goals of the program. The attainment of these intermediate objectives is based in turn upon the achievement of sets of "immediate" objectives, which are the principal methods employed in the operation of the program. In analysing a program in terms of the achievement of objectives, evaluative research has two tasks. It must measure the degree to which each of the objectives has been attained; and it must test the hypothesis of the program that there is a causal connection between the successful completion of immediate tasks and the achievement of ultimate objectives.

The ultimate objectives of the Program for Pupil Adjustment are not stated in the grant application, but they can be deduced from the philosophy of the program, which is reflective of recent research and thought of educators concerned with special child problems. The relationship between current educational thought, the philosophy of the program, and its ultimate objectives can be seen in the remarks of Professor Matthew J. Trippe of the School of Education, University of Michigan:

> Schools are maintained by society to provide an ordered and structured transmission of the culture to children and to facilitate the movement of children to responsible adulthood. Generally speaking, this has worked well for the children who have been the source of society's focus and concern. As the focus of social concern has enlarged, the responsibilities of schools have enlarged to include more and more children formerly excluded or whose lack of meaningful engagement has been ignored. These new responsibilities introduce strain as schools, already overburdened and lacking in strong financial and popular support, attempt to tool up to meet the challenge and reduce the discrepancy between idealized goals and limited practices. Through the years, exceptional children have been a source of strain as successive groups of the handicapped have pressured for meaningful inclusion in the nation's educational efforts. Emotionally

disturbed children is the most recent group of exceptional children to capture popular support. Strong arguments are heard for massive action aimed at including them as a responsibility of public education. The problems presented by disturbed children are largely behavioral although the effects of behavior problems on school learning and achievement are recognized (as is the idea that effective participation in the process of schooling markedly reduces the need for behavior control and management.) Children who present problems in learning have also been most difficult for the schools.

Past practices for both learning and behavior problem children may be seen as favoring a medical model of disease to explain their difficulties and to use medical categories as a primary basis for sorting and classifying atypical children whose needs could not be met by the regular school program. Special education developed to provide meaningful educational experiences for children on the basis of medical disability.

It has become increasingly clear that this has not worked. As special education has expanded, it has become clear that this pattern does not include all of the children who are in need of special services or that even after special attention has been provided based on these traditional medically sanctioned categories, important educational goals are not achieved. These residual problems in learning are becoming identified with a new movement and are seen as learning disorder or disabilities.

In relation to the goals and purposes of education then, difficulties are still experienced by children in school. These failures are seen largely as related to behavior and/or learning. Current emphases on the child with an emotional handicap and the child with a learning disability may be seen as positive movements in the development of an educational system determined to educate all children to the limit of their promise and expectation. It is positive because as education is given the support for facing up to its responsibilities it is facing up to its failures through the use of concepts relevant to the assumptions and method of education, rather than the concepts and classification systems from other disciplines. Education is now beginning to ask, "What kinds of programs for what kinds of children?" and it is looking at the children in relation to the kinds of programs that can be provided by educational personnel in the schools. Having just learned to begin asking the right questions, it should not be expected that refined solutions become immediately available.[3]

The ultimate objectives of the Program for Pupil Adjustment are specifically related to the more general goals and purposes of education as expressed by Professor Matthew Trippe. They flow from the philosophy of the program, which is addressed to the composite application of appropriate resources to a complex educational problem. The Evaluator believes that the ultimate objectives of the Program for Pupil Adjustment are as follows:

(1) Enlargement of school responsibility for the education of pupils with behavior and learning problems;
(2) Reduction of the numbers of pupils in later grades with behavior and learning problems through early diagnosis and remediation;
(3) Demonstration of the effectiveness of a specialized program conducted by educational personnel in reducing the prevalence of problems of pupil adjustment.

The first two objectives state merely that the Program for Pupil Adjustment aims to promote changes in the educational system to meet an enlarged responsibility toward pupils with special learning and behavior problems, and that the earlier these problems are remedied the better for all concerned. The third objective is more subtle and merits further comment.

As an ultimate objective, "the demonstration of the effectiveness of a specialized program conducted by educational personnel in reducing the prevalence of problems of pupil adjustment," refers to a broad scientific aim. It reaches beyond the intermediate objective of "demonstrating" the utility of the program to school administrators so that they assume responsibility for its operation. This objective refers to the scientific demonstration of a connection between the application of the specific techniques of the program to measurable improvements in pupil learning and behavior. It refers to the further demonstration that these improvements are durable over time, and that they produce measurable reduction in problems of classroom management.

---

[3] Matthew J. Trippe, "Educational Therapy" in Educational Therapy, Jerome Helmuth, ed., Special Child Publications of the Seattle Seguin School, Inc.: Seattle, 1966, pp. 31-32.

To achieve this third ultimate objective, it would be necessary to conduct controlled experiments at every step of the program process. Such scientific work refers to "the evaluation of process," and provides a basis for predicting the effectiveness of the program design if it is applied in other settings. This objective aims at demonstrating that the achievements of the program are due to the activities of the program and not to unidentified factors, and at weighing the contribution of each program activity to the final result.

The intermediate objectives of the Program for Pupil Adjustment are as follows:

A. Determination of basis of pupil problems;

B. Provision of remediation services related to pupil needs;

C. Expansion of services within the schools, and assumption of increased responsibility by schools for their provision.

These objectives are related to a number of immediate objectives, and to the ultimate objectives of the program, in a manner shown on the following page.

The directors of the program set some additional objectives for achievement in the academic year 1968-69. These objectives are, generally stated, as follows:

1. To increase the coverage of the program by providing service to more children and to more schools;
2. To increase emphasis on early identification of problems of pupil adjustment.
3. To improve the indoctrination of teachers in the use of new methods, techniques and materials;
4. To increase the number of older students capable of tutoring younger children, through the provision of a relative minimum of direction and support.

These objectives relate to increased effort and productivity for the program. As they are ancillary to the formal structure of program objectives, no evaluation of them is offered in this report. The fact that they were put forward at this time suggests, however, that the staff of the project feel rewarded in their efforts and regard the program as alive and growing.

# ULTIMATE OBJECTIVES

# INTERMEDIATE OBJECTIVES

## A. DETERMINATION OF BASIS OF PUPIL'S PROBLEM

# IMMEDIATE OBJECTIVES *

**AT SCHOOL:**

To be Achieved AT SCHOOL in Preliminary Assessment

| School Situation | Pupil Attitude, Personality, Interaction | Family And Social Situation | Home-School Relationship |
|---|---|---|---|
| Review of educational history<br>Classroom observation<br>Conference with teacher and other school personnel<br>Review of health record<br>Supplementary health screening by Institute R.N.<br>Consultation with teacher re: alternate methods of management | Classroom Observation<br>Playground or P.E. class observation<br>Interview with Pupil | Interview with parent(s)<br>(A home visit with teacher or other school personnel may be a substitute or supplement) | Joint Conference with parent(s) and teacher or other school personnel |

**AT INSTITUTE FOR PUPIL STUDY:**

Achieved AT INSTITUTE FOR PUPIL STUDY in Depth Assessment of Status of Pupil

| Social And Psychological | Intellective | Educational | Physical |
|---|---|---|---|
| Interviews with parents<br>Interviews with pupil<br>Acquisition of information (when authorized) from other professional and community sources<br>Psychological testing | Intelligence testing<br>Perceptual testing<br>Developmental and Maturational tests | Test of Psycholinguistic abilities<br>Reading tests<br>Placement in Diagnostic Classroom (Two-week period) | Acquisition of information (when authorized) from other professional and community sources<br>Pediatric evaluation<br>Neurological evaluation<br>E.E.G.<br>Psychiatric evaluation<br>Ophthalmologic evaluation<br>Speech and hearing evaluation<br>Arrangements for other laboratory and in-patient evaluation with Children's Mercy Hospital. (Financed when necessary by Institute for Pupil Study) |

*To be achieved selectively as indicated rather than routinely.

**Enlargement of school responsibility for education of pupils with behavior and learning problems.**

**Reduction of numbers of pupils in later grades with behavior and learning problems through early diagnosis and remediation.**

**Demonstration of the effectiveness of specialized programs conducted by educational personnel in reducing prevalence of problems of pupil adjustment.**

## B. PROVISION OF REMEDIATION SERVICES RELATED TO PUPIL NEEDS

| To be Achieved at School | | |
|---|---|---|
| With Teacher, Counselor And Other School Personnel | With Pupil | With Parent(s) |
| Interpretation of basis of pupil's problem.<br>Interpretation of recommendations.<br>Examination of school resources to implement recommendations.<br>Continuing consultation re: methods of management, techniques of instruction, uses of "new" materials, reading remediation, appropriate placement.<br>Assistance in developing individual and group counseling programs.<br>Assistance in referrals to other agencies (counselor).<br>Conferences with home-school teacher of pupils in remediation programs to synchronize and integrate work. (Pupil attends each school ½ day, or when only reading remediation is indicated, attends classes at the Institute 2-4 hours per week.) | Interpretation. Individual treatment through interviews.<br>Group treatment interviews.<br>Reading remediation by Institute staff when school lacks resources. | Interpretation of basis of pupil's problem.<br>In joint interviews with school personnel clarification of mutual expectations of home and school.<br>Inclusion in parent discussion groups. |

| Achieved at Institute for Pupil Study | | |
|---|---|---|
| With Pupil | With Parent(s) | With Community Resources |
| Individual and group treatment.<br>Attendance in remediation classroom (Half days over nine-week period).<br>Reading remediation classes (2-4 hours per week for nine-week minimum).<br>Group tutoring for pupils deficient in basic skills other than reading. | Individual and group treatment.<br>Continuing conferences. | Referral for services to professional individuals and community agencies and institutions:<br>Children's Mercy Hospital<br>Western Missouri Mental Health Center<br>Gillis Home<br>Ozanam Home<br>Marillac Home<br>Family and Children's Services<br>Rehabilitation Institute<br>State Vocational Rehabilitation Services<br>City Welfare Department<br>Jackson County Juvenile Court<br>State Division of Welfare<br>Physicians<br>Psychiatrists<br>Psychologists<br>Remediation Tutors |

Consultation
Classroom
Use of re
manip
New mat
Content a

Consultation
Individual
techni

Consultation
deploymen
pupils, ac

Seminars wit
problems.

Joint confer
(employed

Opportunity
remediation

Demonstrati

Seminar wit
on revision o
approximate

Open house
personnel.

Consultation
classes for e

## C. EXPANSION OF SERVICES WITHIN SCHOOLS AND ASSUMPTION OF RESPONSIBILITY BY SCHOOLS FOR THEIR PROVISION

| To be Achieved at School | |
|---|---|
| With School Personnel | With Community |
| Consultation with teachers re:<br>Classroom management<br>Use of remediation techniques, (Frostig, Peabody, manipulative materials, etc.)<br>New materials<br>Content and approach in parent-teacher conferences.<br>Consultation with counselors re:<br>Individual and group counseling methods and techniques.<br>Consultation with principals designed to encourage re-deployment of staff; more appropriate placement of pupils, acquisition of new materials, etc.<br>Seminars with school faculties around common problems.<br>Joint conferences with teachers and private tutors (employed by parents) to integrate work. | Presentations of Institute programs as related to school needs to school patrons (PTA).<br>Conference with principal and PTA executives re: school and Institute problems in providing service. |

| Achieved at Institute for Pupil Study | |
|---|---|
| With School Personnel | With Community |
| Opportunity for observation of diagnostic and remediation classroom procedures.<br>Demonstration of use of remediation materials.<br>Seminar with principal and selected faculty members on revision of curriculum to ungraded basis (1 school, approximately 16 weeks).<br>Open house - for district administrators and key personnel.<br>Consultation to school districts on development of classes for emotionally disturbed. | Numerous speeches on Institute program and pupil's needs in the schools served.<br>Involvement, including membership in one men's service organization, in various community groups and professional organizations, aimed at interpretation of Institute program and of pupil needs for expanded services within the schools.<br>Provision of professional training to Educational Psychology Internes, and to Social Work students, through affiliation with various Universities.<br>Use of volunteers as teacher-aides in diagnostic and remediation classrooms. |

## III DESCRIPTION OF PROGRAM

### A. The Setting

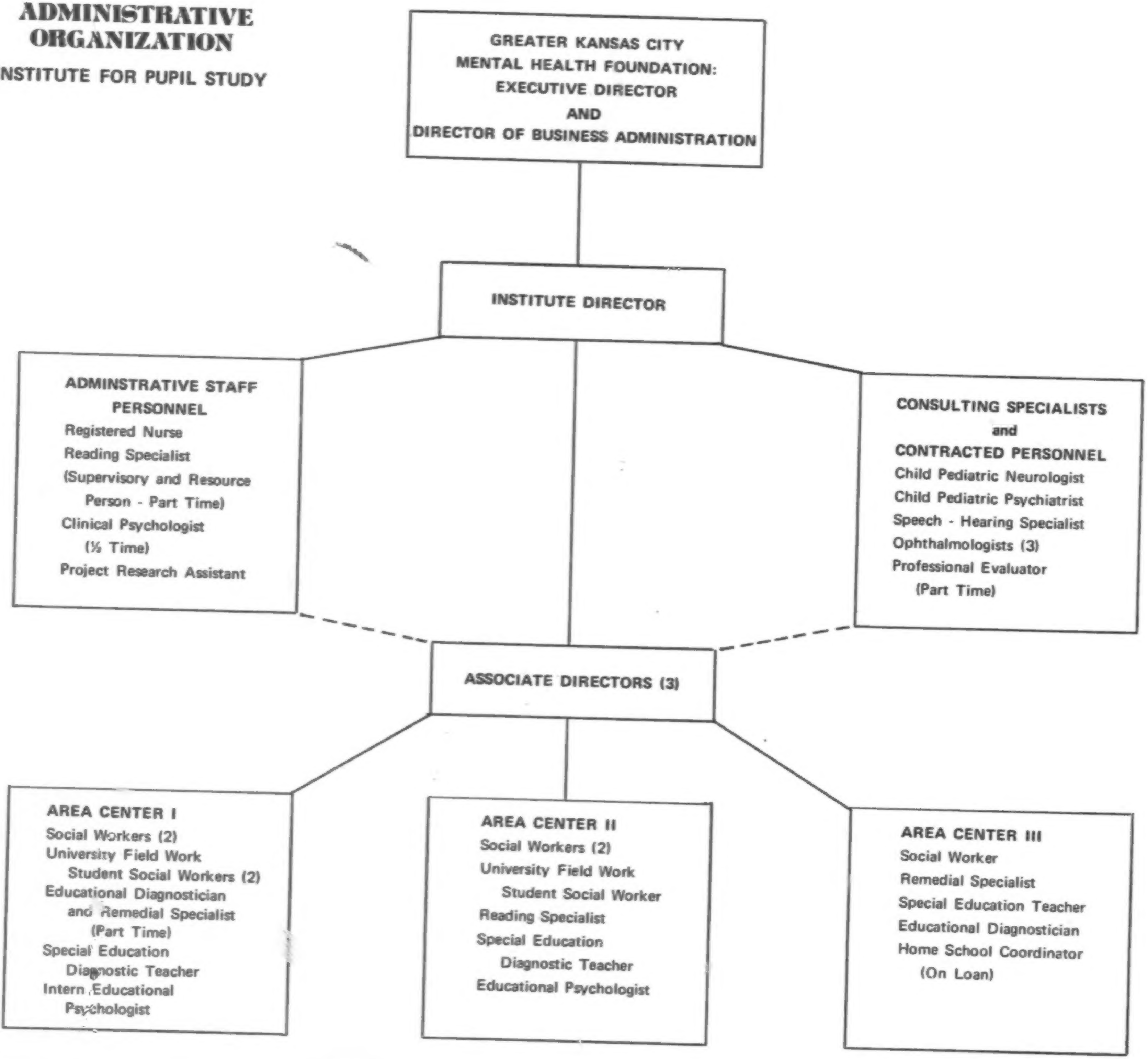
The Institute for Pupil Study serves schools in Jackson County, Missouri. Jackson County comprises 605 square miles and in 1960 was the residence of 622,732 souls. Kansas City is the principal city of Jackson County. In 1969 the total estimated school population – rural and urban, public and parochial – is 170,000. The resources of the Institute are such that it can serve only a segment of this student population. In 1969 the services of the Institute were confined to 21 schools with a total enrollment of 14,000 students. The schools selected for service were all eligible for support under Title III, Elementary and Secondary Education Act of 1965 (Public Law 89-10). By confining its activities to these schools, the Institute avoided conflict and duplication of services with Title I programs of schools in poverty areas.

### B. Organization of Staff and Resources

The Program for Pupil Adjustment is conducted by the Institute for Pupil Study, 2 West 40th Street, Kansas City, Missouri. The Director's office, a central diagnostic clinic, and Center I are located on the ground floor of an office building at that address. Centers II and III are located in modern store-front buildings in small suburban shopping centers central to the schools which they serve. All of the Institute offices and classrooms are clean, bright and cheerful. They are equipped with standard classroom and office furniture. The Institute staff members portray a combination of professional skill and interpersonal competence. They create a friendly, orderly atmosphere in each of the Centers. They are organized for work according to the organizational plan shown on the following page.

# ADMINISTRATIVE ORGANIZATION

## INSTITUTE FOR PUPIL STUDY


GREATER KANSAS CITY
MENTAL HEALTH FOUNDATION:
EXECUTIVE DIRECTOR
AND
DIRECTOR OF BUSINESS ADMINISTRATION
INSTITUTE DIRECTOR
ADMINSTRATIVE STAFF PERSONNEL
Registered Nurse
Reading Specialist
(Supervisory and Resource Person - Part Time)
Clinical Psychologist (½ Time)
Project Research Assistant
CONSULTING SPECIALISTS and CONTRACTED PERSONNEL
Child Pediatric Neurologist
Child Pediatric Psychiatrist
Speech - Hearing Specialist
Ophthalmologists (3)
Professional Evaluator (Part Time)
ASSOCIATE DIRECTORS (3)
AREA CENTER I
Social Workers (2)
University Field Work Student Social Workers (2)
Educational Diagnostician and Remedial Specialist (Part Time)
Special Education Diagnostic Teacher
Intern Educational Psychologist
AREA CENTER II
Social Workers (2)
University Field Work Student Social Worker
Reading Specialist
Special Education Diagnostic Teacher
Educational Psychologist
AREA CENTER III
Social Worker
Remedial Specialist
Special Education Teacher
Educational Diagnostician
Home School Coordinator (On Loan)

]

The three Centers have developed specific adaptations of the general Institute program to fit the special needs of the respective schools which they serve. These specific adaptations represent variations in emphasis of activities and procedures which may be said to be common to a general model of the Institute program. The following is a general model of the program.

The staff of each Center is organized as an inter-disciplinary, inter-dependent team. Each staff member is assigned a primary professional responsibility consistent with his training and experience in a special area of competence. Each serves in that area in providing direct service to pupils and related clientele, and in providing consultation to other staff, and to teaching, counselling and administrative personnel in the cooperating schools. The Center director serves as a generalist by reason of experience and administrative responsibility; but he also serves as a specialist in his area of formal professional training.

The disciplines represented in each center are as follows: education, social work, social and psychological science, and school health. These are augmented as needed for a particular pupil by various specialties of medicine – pediatrics, neurology, ophthalmalogy, psychiatry – and by speech and hearing specialties, available either at the Administrative Center, or by arrangement with other community agencies, or with individual practitioners in the immediate vicinity of the Center.

Certain staff members are designated as major liaison and coordinating personnel with the cooperating schools. They maintain continuous relationships with their schools, assessing general needs of the system, as well as the particular needs of individual pupils. They receive all applications for Center services – for direct service to pupils, for general or specialized consultation from other Center personnel, for participation of the Center in school – community activities such as PTA and other parent groups. To a marked degree, the Center-School coordinator is the Institute for Pupil Study to the School. On pupils referred by teachers, the coordinator makes the initial study of the child, of his educational record, of his family, and of his general personal, educational, social and psychological environment. The information given by the teacher may be supplemented by observation of the pupil in the classroom, by interview with his parent(s) and with the child himself. The coordinator may exercise one of three options upon completion of his initial study: 1) he may decide that the pupil's problems are reactive to a school situation and may attempt to resolve them in consultation with the teacher, encouraging more effective use of resources available within the school itself; 2) he may determine that the problem can be more appropriately resolved by referral to another community service agency; 3) he may agree that the pupil and his family need direct service from the Institute for Pupil Study.

Staff educational specialists are available for consultation with the coordinator during all stages of the Center's work with the child. They are frequently involved in the initial study period in observing the pupil in his classroom and in consulting with his teacher. During the in-depth evaluation of the child, the educational specialists administer developmental (Gesell), visual-perceptual (Frostig), and a range of diagnostic reading tests. When indicated, a pupil may be admitted to the Center classroom for half-day sessions on a two-weeks basis for general educational and behavioral evaluation. (Insofar as possible, no child is admitted until recommended corrective medical procedures have been completed.) Children with gross educational deficits, as determined by the Institute evaluation, are admitted for a nine-weeks remediation program, again on a half-day basis for general remediation and/or for four weekly class periods for reading.

Emphasis is placed on the use of a variety of developmental procedures and of a range of manipulative and audio-visual materials, both in the Center classrooms and in consultation with the schools, since a majority of the children referred demonstrate perceptual problems, developmental lags and failure to master the necessary basic concepts. The educational specialists demonstrate the use of these materials to groups of teachers and encourage individuals to borrow materials for a one month period for use in their classrooms.

During the evaluation and remediation periods, the coordinator continues to work with the pupil and his family, interpreting needs and making recommendations for the pupil's present and future academic programming. Families may be found to need the long-term services of other community agencies and parents are encouraged to authorize Institute for Pupil Study referral. In the short-term Institute treatment program, staff members other than the coordinator may be involved with an individual child or family. The educational specialists are often called upon to interpret their work with the child to the teacher, the parents and occasionally to tutors whom the family may retain.

The last full-time member of the Center staff is the administrative secretary who, in the tradition of secretaries in all organizations, is the lubricant that enables the operation to function effectively. Her duties are numerous and extensive, and they appear to increase geometrically from day to day.

### C. The Process of Treatment

Pupils are referred to the Institute for Pupil Study centers for diagnosis and treatment of one or more of the following kinds of problems, which constitute "Reasons for Referral." These are the symptoms cited by school personnel, and become the initial entry in the treatment record of each child.

### REASON FOR REFERRAL

#### LEARNING PROBLEM

Symptoms of interference with pupil's acquisition of knowledge and skills which should be mastered through the instruction given and the study or practice assigned; deficits or gaps in this mastery to which is attributed the pupil's inability to move at the required or expected rate toward the educational achievement for his grade level. Learning problem entry connotes interference with cognitive function.
Examples: reading problem, under-achievement, inattention, lack of sustained attention and concentration, inability to retain or make application of concepts, etc.

#### BEHAVIOR PROBLEM

Symptoms of failure to conform to the standards of social functioning established by society, by the school administration and the teachers.

Acting Out behavior is characterized by aggressive, disruptive activity which adversely affects not only the pupil but also the group.

Withdrawn behavior is characterized by non-involvement, by detachment, by apparent preoccupation with things or thoughts unrelated to demands and/or expectations of the teacher and group.

## SOCIAL PROBLEM

Symptoms of conditions within the society or unit of society (family) of which the pupil is a member which affect him adversely and reduce his ability to meet school expectations.

Examples: family instability or disruption resulting in inadequate parental care; insufficient income to provide necessities or level of economic support enjoyed by majority of fellow pupils; cultural or sub-cultural mores and values not in conformity with those of school administration and school community; individual family values which are detrimental to pupil's development.

## PHYSICAL PROBLEM

History of physical problem; observable symptoms of physical difficulty and/or malfunctioning.

# FINDINGS

The staff of the center make a study of the child and of the etiology of his problems. These are reflected in the following kinds of findings.

## LEARNING PROBLEM

Interference with cognitive function.

Visual-Perceptual Problem – Inability to interpret and identify stimuli accurately.

Motor Problem – May be motor incoordination based on what appears to be neurological impairment or motor disability due to psychological disorientation to self.

Neurological Problem – Impairment as determined by neurological examination.

Ophthalmological Problem – Impairment as determined by ophthalmologic examination.

Mental Retardation – Intellectual defect, without respect to etiology, in a degree measured at I.Q. of 78 or below. (The I.Q. of 78 is for operational purposes only, conforming to the Missouri eligibility requirements for placement in EMR classes.)

Slow Learner – I.Q. 78–90 range. In need of modified instructional program.

Developmental Lag – Between chronological ages 4½–6, a difference of 6 months between chronological age and developmental age, (as measured on Gesell Developmental Scale) constitutes developmental lag.

Educational Retardation – Pupil is considered educationally retarded when he tests in the average range intellectually or is thought to have average potential and is found to be 2 years behind his grade level in achievement.

Emotional Problem – Entry to be made under Learning Problem when the emotional disturbance is seen as the cause of learning blocks. The emotional overlay frequently accompanying school failure and frustration is not to be entered.

## BEHAVIOR PROBLEM

Emotional – Entry to be made under Behavior Problem when the emotional disturbance is viewed as causal. The implication is that the pupil reacts not to external stimuli but to internal stress.

Family Problem – Disturbed family relationship; unhealthy parent-child relationship, etc., which the pupil carries over to the school situation.

Identity Problem – Inability to "experience one's self as something that has continuity and sameness and to act accordingly." (Erickson) Low self-concept. (Doubts about "Who am I?" "What am I?")

## SOCIAL PROBLEM

Poor Social Skills –Lag in socialization process, i.e., child is unable to express and live out inner impulses in conformity with the cultural demands of the environment.

Peer Relationships – Inability to interact constructively with fellow students.

Status Problem – Seen by school and/or group as having less prestige than the rest of group; may be due to individual characteristics, to lack of achievement in any area, to membership in family, to national origin, color, etc.

PHYSICAL PROBLEM

Appearance – Self-explanatory.

Handicap – Self-explanatory.

FAMILY PROBLEM

Family Conflict – Self-explanatory.

Over-Expectation – Family's maintaining a standard of achievement or behavior which the pupil is incapable of realizing.

Physical Deprivation – Self-explanatory.

Family-School Conflict – Breakdown in communication, lack of cooperation, antagonism toward school.

SCHOOL PROBLEM

School-Family Relationship – Breakdown in communication, unfavorable attitudes toward family.

Inappropriate Placement – Grade placement not consistent with pupil's needs and abilities. Pupil is over-placed when developmentally, intellectually, and/or emotionally he is not ready for the grade in which he is placed; under-placed when his abilities are not utilized or challenged.

Color Problem – Self-explanatory.

Classroom Management – Based on classroom observation, or on teacher's description of her management of pupil.

## FURTHER DIAGNOSIS

### IPS CONSULTATION

IPS medical diagnosis is provided by medical specialists in private practice and by non-profit hospital and pediatric service (Children's Mercy Hospital, affiliated with The University of Missouri School of Medicine, Kansas City Unit) by contractural agreement. When a child comes into an area center, the staff nurse reviews all health information available from the school. A health screening is performed on each child who is judged by the nurse (or other personnel working in the area center) to have significant health problems. The results of the health screening are reviewed with the child pediatric-neurologist, who is responsible for deciding what specialist should be involved, and for communication of results to personnel in the area centers. The specialized evaluations are set up with the close coordination of the nurse.

### PEDIATRIC

The child pediatric-neurologist reviews the developmental history of the child and examines the child to assess his general physical condition. The staff nurse assists with the pediatric evaluation at the area center.

### NEUROLOGICAL

The child is checked for neurological soft signs and evidence of neurological impairment. The neurological evaluation may include skull X-rays and/or EEG to further determine the presence of brain damage.

### OPHTHALMOLOGICAL

A complete eye examination is given to the child when there is indication from health screening findings and/or pediatric examination that a visual problem exists.

### PSYCHIATRIC

Psychiatric evaluation is provided by a child-pediatric psychiatrist, when the presence of emotional disturbance in the child is suspected. The psychiatrist, with the definitive educational and psychological evaluations of area center specialists, examines the child and makes recommendations for further treatment of emotional disturbance, if indicated.

### SPEECH AND HEARING

This examination tests the child for central auditory functioning. Evaluation is made of the child's hearing sensitivity and discrimination for speech.

### EEG

A specific technique for recording brain waves, to give more information for the neurological diagnosis.

## TREATMENT

### SHORT-TERM IPS COUNSELING

IPS personnel conduct counseling sessions of varying durations for the purpose of problem recognition and problem solving. The counselor, through interaction with the counselee, helps the individual, group, or family become more aware of what problems exist which contribute to the child's lack of success in the school setting. The counseling sessions may take place in an area center or in the school and may be any of the following types.

Individual – This type of counseling is a one-to-one involvement. The counselor and child attempt to define the problems and determine more successful ways of handling them.

Family – The counselor interprets findings about the child to the family (or a family member) and explores ways in which the family may deal with the problems more constructively. Family counseling by IPS personnel may be with the individual child and his parents, with a group of mothers, or with a group of parents. If the problems are chronic, the family is referred on to community resources (family agency, psychotherapy, etc.) or counseling is terminated for lack of further need.

Group – IPS group counseling involves mutual exploration of problems common to the members of the group. Counseling is done in a small group setting with all age levels.

## APPROPRIATE CLASS PLACEMENT

This refers to recommendation to the school by IPS for the child's placement in a proper, regular graded classroom, based on IPS findings that the child is inappropriately placed in relation to his academic ability.

## MEDICAL – (Hospitalization)

Recommendation is made for medical or psychiatric in-patient placement.

## INSTITUTIONAL PLACEMENT

Referral by IPS to a residential facility of a treatment, correctional or remedial nature.

## REMEDIATION – IPS

Pupils are involved in intensive educational remediation after determination that the pupil's problems are so severe or so numerous that the home classroom teacher will be unable to provide the necessary experiences until the pupil has made progress in the correction of serious deficits.

General – Remediation designed to correct the child's academic weakness in one or more areas of learning. The academic weakness or retardation of the child may be caused by physical, social or emotional deficiencies, all of which are taken into consideration when applying techniques for correcting the learning disability. The child attends the remediation program for half of each day, returning to his own classroom for the other half.

Reading – The use of proper methods and techniques designed to help the child overcome his deficiencies in specific areas of reading, and designed to enable the child to function adequately in reading in relation to his capacity, at the appropriate level. (2–4 hours per week, nine-week minimum.)

Readiness Training – The child in need of readiness training may not necessarily be behind his appropriate grade level, but is in need of enrichment in order to function adequately in the regular classroom situation. Readiness training in preparation to function in the classroom at the appropriate grade level. This technique involves refining perceptual discriminations, gross and fine motor skills, and developing the ability to successfully relate to peers and authority figures.

Tutoring – Application of intensive educational techniques, applied usually on a one-to-one basis, to help the child overcome or correct specific inadequacies in his academic subjects. (May also be group tutoring for pupils deficient in basic skills other than reading.)

## SUMMER PROGRAMS

IPS involvement by IPS personnel or by IPS referral to community resources in follow-up summer activities of remedial or recreational nature.

## BEHAVIORAL MODIFICATION

This is a specific psychological and educational technique involving the use of giving and withholding privilege to condition changes of behavior in the child. This technique is used by IPS staff to develop feelings of success and self-worth in the child, which will stimulate him to further acceptable behavior.

## TEACHER ADOPTION OF INSTRUCTIONAL METHODS

Teacher instruction by IPS personnel in general classroom management, use of remediation techniques (Frostig, Peabody, manipulative materials, etc.). This may also include instruction in specific ways to provide emotional support to an individual child.

## STIMULATE TEACHER FAMILY COMMUNICATION AND JOINT EFFORT

This is direct attempt by IPS personnel to involve the teacher and family in cooperative problem solving. Clarification of mutual expectations of home and school is emphasized.

## RECOMMENDATION TO PRINCIPAL

In addition to interpreting IPS findings and making general recommendations to the school, the principal may be directly involved in carrying out specific recommendations for the child. These may include more appropriate placement of the child in the school or placement in a special education class, use of different methods of management, cooperation in effecting residential placement, etc.

## CONSULTATION–DEMONSTRATION TO TEACHERS

The content of consultation-demonstration to the teacher or counselor about the child includes interpretation of basis of pupil's problem, interpretation of recommendations, help in developing individual and group counseling programs, help in synchronizing school work with remedial program where applicable, and demonstration of teaching methods.

## MEDICAL

Medical treatment is recommended to the family and school for any medical problem discovered during the diagnostic work-up on the child.

## SPEECH/LANGUAGE DEVELOPMENT

The application of special educational techniques designed to improve basic patterns of communication. This involves correction of deficits in articulation and/or correction in sentence structure and organization. It can also include the use of techniques to improve oral responses.

## HEARING

Remediation or recommendation relating specifically to loss of hearing.

## DIAGNOSTIC CLASSROOM

Pupils are admitted, generally for a two-week period, to the classroom for educational diagnosis with the following objectives:

1. To determine deficits in mastery of basic concepts and the level at which the pupil is capable of achieving;
2. To test out the response to an individualized teaching approach;
3. To determine the efficacy of the use of a wide range of materials – manipulative, visual, auditory, etc., – and the reinforcement effects of a combination of such materials;
4. To stimulate greater motivation to learn by providing experiences in which the pupil can recognize his own success;
5. To enable IPS to make recommendations to the home classroom teacher geared to the individual pupil's needs.

The educational diagnostic program is scheduled on a half-day basis, with the pupil returning to his own classroom for the other half of the day.

## REFERRAL TO OUTSIDE RESOURCES

### PSYCHOTHERAPEUTIC

Treatment of psychological problems either by private practitioner or agency.

### RECREATIONAL

Any organized recreational activity such as Little League Baseball, football, basketball, etc.

### RETARDATION SCHOOL PLACEMENT

Either public or private school for mentally retarded, or classroom provided by public school.

### EMOTIONALLY DISTURBED SCHOOL PLACEMENT

Same as above, only for emotionally disturbed.

### FAMILY AGENCY

Agency such as Family Services or Jewish Family Service.

### CHILDREN'S AGENCY

Private, public, agency dealing specifically with children's problems.

### CHARACTER BUILDING ORGANIZATIONS

Organizations such as YMCA, YWCA, Girl and Boy Scouts, etc.

### VOCATIONAL REHABILITATION

Private or public facilities providing vocational and rehabilitation training.

### SCHOOL COUNSELING PROGRAM

Recommendation for continuing counseling by school counseling staff.

### SPECIALIZED EDUCATIONAL SERVICES

Any services other than retardation and emotionally disturbed placement, i.e., sight-saving, hard-of-hearing, tutoring.

## D. Activities Fostering Change in School Environments

In its work with schools, the Institute promotes: curriculum changes, changes in methodology of classroom management, the introduction of appropriate instructional materials, the appropriate placement of students, changes in the attitudes of school personnel, and the support of teachers. These activities flow from the responsibility of each center to assess the needs of cooperating schools for its services. Such assessment, in which all center staff participate is based on the following activities:

> Case by case analysis of problems, needs and recommendations for remediation of pupils referred. The medium here is the weekly Center staff meeting.
>
> Analysis of the total group referred by each school to identify common problems and needs, and to develop a profile of the characteristics, as determined in the IPS evaluation, of the children who are not adjusting. This analysis also represents joint staff effort.
>
> Development of a blueprint for changes which seem indicated by the referred population.

The specific activities which promote these changes are dictated to a large extent by the relationship of the Center coordinator with the administrative, counseling and teaching personnel of the school, and by the nature of the blueprint for change. Each staff member must appraise both the quality of the relationships within the school, and, on the basis of past experience, the receptivity of the individual with whom the analysis and the blueprint must be shared. Some suggestions must be made to the principal when only he can effect the change. Others can be made to teachers directly if the change can be effected by them without involving other faculty or total school program. Frequently the counselor is best able to influence acceptance of suggested changes and the coordinator relies heavily on the counselor's engineering skill. Thus, while all staff proceed from the same base of analysis of problems and school program needs, each varies his approach and his activity to fit the school itself.

The following examples are illustrative of the methods used in effecting changes in one or more schools but do not necessarily provide a model for use in five schools.

1. Curriculum Changes.

Broad curriculum changes are possible only when the administrator and/or key administrative personnel are themselves possessed of the power to effect such change. Minor changes in curriculum are generally possible with the agreement of the individual teacher and the principal alone.

> Example – In 1968-69 academic year, one school has revised its curriculum to make provision for slow learners at each grade level (beyond the non-graded primary) in Language Arts and Mathematics. Standard instructional materials have been largely supplanted by developmental, manipulative and audio-visual materials. The Language Arts and Mathematics class periods have been approximately doubled, enabling the teacher to devote more time both to determining the effective level of the pupils and to providing more individual programming. Emphasis is placed on mastery of basic concepts and skills. The usual grading system has been abandoned in these groups with each child's progress being measured, not against the group, but on the basis of his own movement. (Both parents and children object vigorously to this change.)

The process by which the school was influenced to effect the change was as follows:

a.) Analysis of the findings on the group referred was shared with the principal.

b.) Materials relevant to special needs of slow learners were provided.

c.) Several exploratory conferences concluded with request for help from total Center staff.

d.) Principal was encouraged to test out the receptivity of faculty to curriculum change and to determine the attitudes of faculty members toward devoting time after school hours to workshop at the Center.

e.) About one-third of the faculty who evinced interest met initially at the Center for weekly sessions during which various Center staff members presented material relative to the slow learner and his needs. Demonstrations of the use of recommended materials were presented.

f.) Faculty divided into sub-groups to work out details of programming for individual children, including not only those identified as slow learners but also those who demonstrated deficits in one or the other major area. Some of the latter group had scored in the average or superior range of intelligence on tests and were achieving satisfactorily in some subjects. Where doubt as to intellectual ability existed, the Center provided individual testing. This was necessary on 16 children who had not been previously referred. In general, the question was raised about those in the high average or superior range of intelligence. Our findings were consistent with the earlier ones.

g.) Final plans for curriculum revision were reviewed by the principal and the participating faculty without Center staff assistance.

h.) The program was initiated in the Fall term 1968-69 after interpretation by the principal to the pastor, the parish School Board and the school patrons.

In summary, IPS activity consisted of presenting the need, supporting the principal in her exploration of faculty's readiness for change, assisting her in identification of the faculty group to be involved, utilizing our staff to expand faculty knowledge and understanding, and finally engendering a degree of enthusiasm as the teachers became aware of the relevance of some of the materials to the needs of the children. When technical difficulties arose, services of Center staff were made available. The group itself took responsibility for revising the curriculum and for securing approval and acceptance of it. Some elements which Center staff felt necessary have not been included in the revision, either because our ideas met with little response or because personnel to carry out the activities suggested were not available.

2. Change in Methodology of Classroom Management.

Examples of changes in methodology of classroom management are briefed in the material furnished by staff. It appears that the majority of these demonstrate two major activities of Center staff – classroom observation of the pupil and discussion subsequently with the teacher, with encouragement to her to consider alternative methods, supplemented by fairly direct suggestions regarding other possibilities that might be tested; and second, reports, both oral and written, from the educational specialists on their direct experiences with individual pupils in the Center diagnostic and remediation classes.

In one school the pupils in an entire classroom were characterized as constricted, lethargic and unproductive. It was the consultant's opinion that an anxious, rigid teacher kept such a tight rein on the class that the pupils' enthusiasm and creativity were stifled. A demonstration teaching plan was developed in which one consultant managed the classroom one hour per week, while another consultant and the regular teacher observed. This was followed by a joint meeting in which the consultant's teaching methods were discussed, the effects on the class were analyzed, and the regular teacher's questions and reactions could be dealt with. The purpose was both to liberate constricted pupils, and to help the teacher see that such liberation can be orderly and productive.

3. Introduction of More Appropriate Instructional Materials.

The following activities characterize effort in this area:

a.) Open house at the Center for groups of teachers, during which the educational specialists have the opportunity to display such materials, discuss their uses, and demonstrate the specific relationship to the concepts and skills the teachers are struggling to impart.

b.) A policy of placing materials on loan to individual teachers for a period of one month, with the option of renewal if they are not required at the Center. Teachers are asked to complete a brief evaluation form when they return the material, indicating their use of it, pupil's response, and their recommendation regarding purchase of the material by the school.

c.) Recommendation in the Report on Pupil To The School of specific kinds of materials found useful with the child. Occasionally, materials are designated not by kind (developmental, manipulative, etc.) but by name. Routinely, on reports of the Frostig Test of Visual Perception (when there are deficits in the areas covered by the test) the Frostig exercises are recommended for use by the teacher or other school personnel. Since few teachers are, or were, familiar with the Frostig material, Center II has done a land-office business in "lending" Frostig Teacher's Manuals.

4. Appropriate Placement of Students.

The finest example of this activity is seen in a report from Center II by Helen Doyle:

In the Summer of 1968, 100 children registered for admission to first grade in one school, were given the Gesell Developmental Examination, and an interview with the parent of each child was held to secure developmental and medical history. Information from the child's kindergarten record was abstracted, as was the health screening by the kindergarten school health nurse, done in May 1968. On the basis of the findings of the above, staff made recommendations to the school for appropriate placement. Four of the pupils who showed gross developmental lags were returned to kindergarten for another year before the opening of school, and a fifth child was returned to kindergarten after one month in the primary program.

The school in consultation with Center staff had revised the primary I program to permit grouping of pupils according to developmental age, rather than by chronological age or performance on the Metropolitan Readiness Test which had been administered in kindergarten. Those children showing the greatest discrepancy between chronological and developmental age were placed in a class in which the instructional program was weighted in the direction of developmental activities. Enrollment in this class was smaller than in the other two. The next class was geared to children who showed less discrepancy and the instructional program was modified accordingly. The third group consisted of pupils rated at "At Age" on the Gesell Examination. The instructional program and the expectations of progress for this group were approximately that which previously had been the standard for all.

After the beginning of school, the 96 pupils were given a health screening by the IPS Registered Nurse. Her findings and the medical history obtained from the parent were correlated and the total report with recommendations for follow-up were made available to the school, and through the school to the parents.

Group intelligence tests were administered by Center II, and again results were given to the school.

Early in the school year, the school arranged a night meeting of the parents of all children in primary I. Center staff explained the nature of the developmental examination, of the health screening and the intellectual testing. Graphs were presented showing the distribution of the group in both chronological and developmental age. Faculty presented the revisions in the methods of class placement and in the instructional program. It might be worth mentioning that although faculty and Center staff admitted to some apprehension, response from parents was overwhelmingly favorable. Many parents expressed the wish that the system had been in effect when some of their other children had entered school.

Follow-up is being done and the same tests will be repeated with recommendations for placement of these children in the 1969-70 academic year.

The method in the above is similar to that cited above under curriculum change. A number of children referred from the school to the Center were found to have started school before they were ready. The standard instructional program did not meet their needs, and even when, as some of them were, they were retained in 4th, 5th, or 6th grade, their lack of mastery of the basics of learning had interfered with their "catching up."

The composite problem was presented to the principal, and the readiness for change was probed. Center assistance was offered in determining the appropriate placement, in interviewing parents to obtain history, and in the administration of physical screening and intellective testing.

The letter to parents, arranging the appointment and explaining the reason for it, was developed by Center II; signed by the principal, and reproduced and mailed by the Center. (In the summer months the school has no secretary.)

Analysis of the program is done by the Center staff with feed-back to the school. Copies of all examination and test results are provided for inclusion in the pupil's cumulative file.

In summary, the Center utilized its resources to stimulate, encourage, and support the school in making provision for needs that were not being met. It made available its staff for interpretation of the change to the school patrons whose children were affected.

5. Changes in Attitudes of School Personnel.

Mr. M. Duane Thomas reports from Center I as follows:

General changes have often taken place through teacher group meetings where the problems of children can be discussed and their difficulties assessed. In many cases we find that teachers interpret unsocialized behavior within a classroom as a personalized insult and an attack upon their performance. Center coordinators attempt to evaluate disruptive behavior in the terms of the individual needs and reactions of children. Such consultation is aimed at helping teachers see and perform their role functions in a less defensive manner. When changes in the attitudes of school personnel occur, startling changes in the attitudes and behavior follow. The students become more cooperative and work harder. Often the opportunity for teachers to discuss learning and behavior problems of children brings out the teacher's feelings of frustration toward working with these children. This often forms the basis for further consultation with teachers in helping them re-evaluate their attitudes toward particular children and in suggesting new ways of performing that enhance the learning and behavior of children with adjustment problems.

6. Support of Teachers in Their Efforts to Improve Instructional Techniques and Classroom Management.

Dr. Joe Ford reports from Center III as follows:

These improvement efforts occurred largely through the regular contacts between Center III consultants and teachers. To strengthen the Center's ability to help make these improvements, a teacher (or person with teacher training and experience) and a social worker was assigned to each school. In addition, special consultants, such as the reading specialist and educational psychologist were available for consultation in all schools.

### E. Program Evaluation Activities

Systematic effort is made to evaluate the treatment success of each pupil who comes into contact with the Institute. Further systematic effort is made to evaluate the component parts of the program, and to look critically at their contribution toward the achievement of program objectives. A description of these activities is given in the section which follows.

# IV EVALUATION OF PROGRAM

## A. Method of Evaluation

The evaluation of the program for Pupil Adjustment has followed as far as resources permit the canons of evaluative research. An admirable discussion of methods and problems of evaluation will be found in Edward A. Suchman's Evaluative Research.[1] Its contribution to the structure of this evaluation will be readily apparent to all who turn to it. Further detailed citation of it will not be made. The present report describes the methods and results for the period July 1, 1967 – June 30, 1969. By the standards of evaluative research, the present report reflects results of only the first steps of an evaluation of the program. They are necessary steps, however, and provide a basis for program improvement and for more powerful evaluation.

Provision for evaluation of the program for Pupil Adjustment was made in the Application for Continuation Grant for Behavioral Enhancement and Pupil Adjustment of May, 1968 (pp. 30-31). In June 1968 the Director of the Greater Kansas City Mental Health Foundation, the Director of the Institute for Pupil Study, the Directors of the three Institute for Pupil Study Centers and others met with the Evaluator to discuss ways in which the program for Pupil Adjustment might be evaluated. The requirements and costs of evaluative research were presented, and the responsible directors of the program decided that a more complete evaluation of the program than that originally envisioned, but falling short of a complete research project, should be undertaken. The evaluation was to consist of the following:

---

[1] Edward A. Suchman, Evaluative Research: Principles and Practice in Public Service and Social Action Programs, New York: Russell Sage Foundation, 1967.

(1) A description of the program and its operation.

(2) The creation of a data base with which to measure staff effort, program performance and adequacy of performance.

(3) The creation of an experimental-group format which might later be used in more complete research using a control group.

(4) The collection of evaluative comment from clients of the program.

(5) Interpretive remarks by the Evaluator, based upon his theoretically detached view of the operation of the program.

Of Suchman's five categories of criteria according to which the success or failure of a program may be evaluated, the present evaluation meets in some respect the first four. The five criteria are (1) Effort, (2) Performance, (3) Adequacy of Performance, (4) Efficiency, and (5) Process. The meanings of the first four of these criteria in reference to the present evaluation will become clear as we proceed with its detail. The meaning of the fifth criterion will become clearer as recommendations for further evaluation are presented.

The Evaluator met with Institute for Pupil Study staff members in July and August 1968 to work out details of the instruments to be used in the collection of data. The formal collection of data began in September 1968. The timing of this was opportune, as it permitted the evaluation to begin at the start of the first academic year following the pilot year during which the program was being established. It is an axiom of evaluative research that no attempt to evaluate a program should be made before the program has become established.

The first step in the evaluation was directed toward measuring staff effort. A staff activity sheet (see specimen on next page) was designed, and in October each staff member began reporting the time he spent (daily) in each of the activities shown on it. To assure uniformity in reporting, meetings were held with all professional staff members at each center, and a common definition of usage for each category was achieved.

NAME ______________________

☐ DIRECTOR
☐ PSYCHOLOGIST
☐ SOCIAL WORKER
☐ READING SPECIALIST
☐ TEACHER
☐ ______ OTHER

M T W Th F S (CIRCLE ONE) ____ / ____ / 196__
DAY MO. YR.

CENTER: I ☐ II ☐ III ☐

## Clinical:

☐ REPORT WRITING
☐ STAFF MEETING
☐ INDIVIDUAL CONFERENCE

TEACHER CONFERENCE
☐ Individual
☐ Group

CHILD INTERVIEW
☐ Individual
☐ Group

PARENT INTERVIEW
☐ Individual
☐ Group

SCHOOL ADMINISTRATOR
☐ Individual
☐ Group

☐ JOINT INTERVIEW
☐ OTHER INTERVIEWS
☐ PROGRAM PLANNING
☐ TRAVEL

## Community Service:

☐ PUBLIC MEETINGS
☐ TOURS OF CENTERS & SCHOOLS
☐ COMMITTEE WORK
☐ PUBLIC SPEAKING
☐ PUBLIC RELATIONS
☐ TRAVEL

## Professional Growth:

☐ WORKSHOPS
☐ CONFERENCES
☐ LABORATORY TRAINING
☐ PROFESSIONAL COURSE WORK
☐ RESEARCH
☐ WRITING
☐ SPEAKING
☐ TRAVEL

## Administrative:

☐ REPORT WRITING
☐ STAFF MEETING
☐ INDIVIDUAL CONFERENCE
☐ TRAVEL

### DIRECTOR

☐ PLANNING
☐ PROFESSIONAL SUPERVISION
☐ ADMINISTRATIVE SUPERVISION
☐ OFFICIAL RELATIONSHIPS WITH SCHOOLS & AGENCIES

### PSYCHOLOGIST

☐ TESTING

CONSULTATION
☐ IPS Staff
☐ School Staff

☐ CASE REVIEW

### READING SPECIALIST

☐ TESTING
☐ CASE REVIEW
☐ REMEDIAL INSTRUCTION

CONSULTATION
☐ IPS Staff
☐ School Staff

DIRECTIONS: Record time devoted to each activity each day, using Hours and ¼ hours.

Program Evaluation – INSTITUTE FOR PUPIL STUDY – 2 West 40th Street, Kansas City, Missouri 64111

The daily staff activity sheets were routinely collected by the project research assistant, and served as a basis for monthly reports of the deployment of staff effort. During the first four months of this data collection, the reports were regarded as confidential to the Evaluator. This aided in establishing an honest base line. In February, 1969, they became routine reports to the Director of the Institute for Pupil Study for administrative use. There was agreement that the director of each of the centers would have access to the total figures for the Institute, and to the figures for his Center. It is felt that this discretion prevents misuse of the reports as a source of rivalry between the three centers.

The reports show how the time of each staff member, each category of professional worker, each center, and the entire Institute for Pupil Study is distributed over the categories of clinical work, community service, professional growth, and administration. Clinical service refers to those activities directed to the problems of specific children, and includes the work of the psychologist, the reading specialist and diagnostic teacher. Community service refers to those public activities of staff members aimed at promoting public acceptance of the program. Administration refers to non-clinical administrative work. Monthly reports for a four-month period were analyzed by the Evaluator, and they were found to vary little from month to month. The month of January, 1969, has been selected as a representative month displaying the deployment of staff effort for the Institute of Pupil Study as a whole.

## B. Analysis of Staff Activity

The professional staff spends 2092 hours (65 percent) of its time each month rendering direct clinical service. It devotes 128 hours (4 percent) of its time to community service, and 187 hours (7 percent) to professional growth. The figures for professional growth include 74 hours of professional course work by three graduate social work students. As this work is not done on Institute time, it is being excluded from subsequent reports, and the percentage of time devoted to professional growth will be reduced to about two percent. The staff spends 529 hours (7 percent) of total program time each month in professional planning, supervision, and official relationships with schools and agencies. A more detailed breakdown is shown in Table I, on the following page.

## DEPLOYMENT OF STAFF - January, 1969

| | | Center I | Center II | Center III | Director | Psychologist | Nurse | Program Total |
|---|---|---|---|---|---|---|---|---|
| CLINICAL | Total | 470.75 | 506.00 | 380.75 | 6.75 | 5.00 | 158.75 | 1528.00 |
| | Percent | 45.48 | 50.39 | 48.13 | 4.19 | 13.15 | 93.93 | 47.60 |
| PSYCHOLOGIST | Total | 73.50 | 49.00 | 4.00 | 8.50 | 5.50 | 0 | 140.50 |
| | Percent | 7.10 | 4.88 | .50 | 5.27 | 14.47 | 0 | 4.40 |
| READING SPECIALIST | Total | 69.00 | 198.50 | 25.75 | 0 | 0 | 0 | 293.25 |
| | Percent | 6.66 | 19.77 | 3.25 | 0 | 0 | 0 | 9.20 |
| CONSULTATION | Total | 38.25 | 15.50 | 70.25 | 0 | 0 | 5.00 | 129.00 |
| | Percent | 3.69 | 1.54 | 8.88 | 0 | 0 | 2.95 | 4.00 |
| TOTAL CLINICAL TIME | Total | 651.50 | 769.00 | 480.75 | 15.25 | 10.50 | 163.75 | 2090.75 |
| | Percent | 62.94 | 76.59 | 60.77 | 9.47 | 27.63 | 96.89 | 65.31 |
| ADMINISTRATIVE | Total | 146.50 | 96.25 | 221.00 | 36.75 | 23.75 | 4.50 | 528.75 |
| | Percent | 14.15 | 9.58 | 27.93 | 22.82 | 62.50 | 2.66 | 16.40 |
| COMMUNITY SERVICE | Total | 49.25 | 53.00 | 4.25 | 19.25 | 2.00 | 0 | 127.75 |
| | Percent | 4.75 | 5.27 | .53 | 11.95 | 5.26 | 0 | 4.00 |
| PROFESSIONAL GROWTH | Total | 112.25 | 52.25 | 55.50 | 5.00 | 2.00 | 1.50 | 228.50 |
| | Percent | 10.84 | 5.20 | 7.01 | 3.10 | 5.26 | .88 | 7.10 |
| DIRECTORS | Total | 76.00 | 34.25 | 30.25 | 84.75 | 0 | 0 | 225.25 |
| | Percent | 7.34 | 3.41 | 3.82 | 52.63 | 0 | 0 | 7.00 |
| GRAND TOTAL | | 1035.50 | 1004.75 | 791.75 | 161.00 | 38.25 | 169.75 | 3201.00 |

## DEPLOYMENT OF STAFF - January, 1969

| | Center I | Center II | Center III | Director | Psychologist | Nurse | Total | Percent |
|---|---|---|---|---|---|---|---|---|
| CLINICAL | | | | | | | 1528.00 | 47.60 |
| Case Review | 43.00 | 78.50 | 37.25 | 2.75 | .50 | 14.50 | 176.50 | 5.50 |
| Report Writing | 70.50 | 100.25 | 26.00 | | 2.50 | 34.50 | 233.75 | 7.30 |
| Staff Meeting | 59.75 | 41.00 | 17.75 | | | 22.25 | 140.75 | 4.40 |
| Individual Conference | 26.25 | 25.50 | 30.50 | | | 19.00 | 101.25 | 3.20 |
| Teacher Conference(individual) | 25.75 | 23.00 | 33.75 | | | | 82.50 | 2.60 |
| Teacher Conference(group) | 4.00 | | 6.50 | | | | 10.50 | .33 |
| Child Interview(individual) | 39.00 | 17.50 | 32.75 | | 1.00 | 19.25 | 109.50 | 3.40 |
| Child Interview(group) | 20.50 | 2.50 | 6.50 | | | | 29.50 | .92 |
| Classroom Observation | 2.00 | 5.00 | 10.25 | | | | 17.25 | .54 |
| Parent Interview(individual) | 36.50 | 50.75 | 10.00 | | | 1.00 | 98.25 | 3.10 |
| Parent Interview(group) | 1.50 | 2.50 | 1.50 | | | | 5.50 | .17 |
| School Administrator(individual) | 37.75 | 14.25 | 31.00 | | | | 83.00 | 2.60 |
| Joint Interview | 7.25 | 3.00 | 5.75 | 4.00 | | 4.75 | 24.75 | .77 |
| Other Interviews | 14.25 | 24.25 | 22.50 | | | | 61.00 | 1.90 |
| Program Planning | 44.25 | 95.75 | 28.25 | | | 27.00 | 195.25 | 6.10 |
| Travel | 38.50 | 22.25 | 80.50 | | 1.00 | 16.50 | 158.75 | 5.00 |
| PSYCHOLOGIST | | | | | | | 140.50 | 4.40 |
| Testing | 38.25 | 27.50 | 4.00 | | | | 69.75 | 2.20 |
| Consultation IPS | 31.75 | 9.50 | | 5.50 | 5.50 | | 52.25 | 1.60 |
| Consultation School Staff | | 2.50 | | | | | 2.50 | .08 |
| Case Review | 3.50 | 9.50 | | 3.00 | | | 16.00 | .49 |
| READING/EDUCATION SPECIALISTS | | | | | | | 293.25 | 9.20 |
| Testing - Diagnostic Teaching | 63.50 | 93.75 | 5.75 | | | | 161.00 | 5.10 |
| Case Review | 5.50 | 46.75 | 9.00 | | | | 61.25 | 1.90 |
| Remedial Instruction | | 58.00 | 11.00 | | | | 69.00 | 2.20 |
| CONSULTATION | | | | | | | 129.00 | 4.00 |
| IPS Staff | 36.25 | 11.75 | 33.75 | | | 5.00 | 86.75 | 2.70 |
| School Staff | 2.00 | 3.75 | 36.50 | | | | 42.25 | 1.30 |
| TOTAL CLINICAL TIME | | | | | | | 2092.00 | 65.00 |

## DEPLOYMENT OF STAFF - January, 1969

| | Center I | Center II | Center III | Director | Psychologist | Nurse | Total | Percent |
|---|---|---|---|---|---|---|---|---|
| ADMINISTRATIVE | | | | | | | 528.75 | 16.40 |
| Report Writing | 101.00 | 32.25 | 93.25 | 8.50 | 7.00 | | 242.00 | 7.60 |
| Staff Meeting | 23.00 | 29.50 | 78.25 | 8.50 | 3.75 | 4.50 | 147.50 | 4.60 |
| Individual Conference | 21.75 | 32.50 | 35.25 | 9.25 | 9.50 | | 108.25 | 3.40 |
| Travel | .75 | 2.00 | 14.25 | 10.50 | 3.50 | | 31.00 | .96 |
| COMMUNITY SERVICE | | | | | | | 127.75 | 4.00 |
| Public Meetings | 4.00 | 2.50 | | | | | 6.50 | .20 |
| Committee Work | 13.50 | 24.00 | | 4.00 | 1.50 | | 43.00 | 1.34 |
| Public Speaking | | 4.25 | | | | | 4.25 | .13 |
| Public Relations | 3.00 | 6.50 | 3.00 | 1.00 | | | 13.50 | .42 |
| Travel | 1.25 | 13.50 | 1.25 | .50 | .50 | | 17.00 | .53 |
| University Field Instruction | 27.50 | 2.25 | | 13.75 | | | 43.50 | 1.36 |
| PROFESSIONAL GROWTH | | | | | | | 228.50 | 7.10 |
| Conferences | 6.50 | 8.75 | 3.50 | | | | 18.75 | .59 |
| Professional Course Work | 74.00 | | 14.00 | | | | 88.00 | 2.70 |
| Research | 26.00 | 3.00 | | | | | 29.00 | .91 |
| Writing - Reading | 1.75 | 40.50 | 37.25 | 5.00 | 2.00 | 1.50 | 88.00 | 2.70 |
| Travel | 4.00 | | .75 | | | | 4.75 | .15 |
| DIRECTORS | | | | | | | 225.25 | 7.00 |
| Planning | 27.75 | 17.00 | 14.75 | 21.25 | | | 80.75 | 2.50 |
| Professional Supervision | 28.00 | 2.00 | 1.00 | 15.75 | | | 46.75 | 1.50 |
| Administrative Supervision | 18.25 | 14.25 | 4.00 | 39.75 | | | 76.25 | 2.40 |
| Official Relationships with Schools and Agencies | 2.00 | 1.00 | 10.50 | 8.00 | | | 21.50 | .67 |
| GRAND TOTAL | 1035.50 | 1004.75 | 791.75 | 161.00 | 38.25 | 169.75 | 3201.00 | 100.00 |

Confidence may be placed in the reliability of these staff effort figures. There is low variability in the detailed reports from the three centers, and little change from month to month. That little change was in the direction of an increased proportion of time being devoted to clinical work. There is further evidence of validity in that daily reports from individual professional workers were cross checked against travel schedules maintained by center directors.

The figures describing the deployment of staff effort are useful administrative guides, and provide a base line for use in evaluating staff effort when combined with other data to be described later. Certain common sense judgments about staff effort can be made from them, also. The figure of 65 percent for total time spent in clinical work sounds healthy. While the Evaluator is not aware of any reported figures from directly comparable settings, he can offer a comparison with professional workers in good public mental hospitals. Here the time of physicians, psychologists and social workers spent in direct patient work ranges from 12 to 26 percent. One would conclude from inspecting the distribution of staff time at the Institute for Pupil Study that it is deployed in a manner consistent with the various goals of the organization, and that the movement toward decreased administrative time in staff meetings is a mark of continuing success in refining the processes of program operation.

## C. Treatment Activity and Outcome

A data system for recording the process of treatment of each pupil referred to the Institute and reporting the assessment of treatment outcome was established in October 1968. The system is monitored by the Project Research Assistant. It is based upon a treatment record card, printed as a McBee Keysort Card for purposes of tabulation. A facsimile of the face of the card is shown on the following page.

The card is designed to record the treatment process as experienced by each pupil. The card records the reason for referral, diagnostic tests and findings, treatment prescribed, treatment given, referral to outside resources, treatment outcome, and the school-staff evaluation of its handling of the case.

Two treatment record cards are created by the IPS consultant for each pupil referred for formal evaluation and treatment. One card is placed in the consultant's portable field record file, which he carries with him as he visits schools. A second card is maintained in

29 28 27 26 25 24 23 22 21 20 19 18 FINDINGS | 17 16 15 14 13 12 REASON FOR REFERRAL | 11 10 9 8 7 6 CENTER | 5 4 3 RACE | 2 1 SEX | 12 11 10 9 8 7 6 5 4 3 2 1 K S GRADE | 71 70 69 68 67 CASE YEAR

NAME (LAST) ______ FIRST ______ MIDDLE ______ AGE (OCTOBER 1ST) ______

CASE YEAR ______ SCHOOL NUMBER ______ GRADE (1-12 KS) ______

☐ 1. MALE
☐ 2. FEMALE

☐ 3. WHITE
☐ 4. NEGRO
☐ 5. OTHER

☐ 6. INSTITUTE
☐ 7. CENTER I
☐ 8. CENTER II

☐ 9. CENTER III
☐ 10. CENTER
☐ 11. EXTRAMURAL

CASE NUMBER ______

## REASON FOR REFERRAL

☐ 12 LEARNING PROBLEM
☐ 13 BEHAVIOR PROBLEM:
☐ 14 ACTING OUT
☐ 15 WITHDRAWN
☐ 16 SOCIAL
☐ 17 PHYSICAL

DATE OF REFERRAL:

______ ______ 19____
DAY MONTH YEAR

______
IPS CONSULTANT

______

## DIAGNOSIS

☐ 51 IPS CONSULTATION
☐ 52 PEDIATRIC
☐ 53 NEUROLOGICAL
☐ 54 OPTHALMOLOGICAL
☐ 55 PSYCHIATRIC
☐ 56 SPEECH
☐ 57 HEARING
☐ 58 EEG

☐ 59 COMMUNITY CONSULTATION

______
______
______

PROGRAM EVALUATION
INSTITUTE FOR PUPIL STUDY
2 WEST 40TH STREET
KANSAS CITY, MISSOURI 64111

MCBEE SYSTEMS DENVER

## FINDINGS

☐ 60 ACUTE ☐ 61 CHRONIC

☐ 18 LEARNING PROBLEM:
☐ 19 VISUAL-PERCEPTUAL
☐ 20 MOTOR
☐ 21 NEUROLOGICAL
☐ 22 OPTHALMOLOGICAL
☐ 23 MENTAL RETARDATION
☐ 24 SLOW LEARNER
☐ 25 DEVELOPMENTAL LAG
☐ 26 EDUCATIONAL RETARDATION
☐ 27 EMOTIONAL
☐ 28 BEHAVIOR PROBLEM:
☐ 29 EMOTIONAL
☐ 30 FAMILY
☐ 31 IDENTITY
☐ 32 SOCIAL PROBLEM:
☐ 33 POOR SOCIAL SKILLS
☐ 34 PEER RELATIONSHIPS
☐ 35 STATUS PROBLEM
☐ 36 PHYSICAL PROBLEM:
☐ 37 APPEARANCE
☐ 38 HANDICAP

☐ 39 FAMILY PROBLEM:
☐ 40 FAMILY CONFLICT
☐ 41 OVER-EXPECTATION
☐ 42 PHYSICAL DEPRIVATION
☐ 43 FAMILY-SCHOOL CONFLICT

☐ 44 SCHOOL PROBLEM:
☐ 45 SCHOOL-FAMILY RELATIONSHIP
☐ 46 INAPPROPRIATE PLACEMENT
☐ 47 OVER
☐ 48 UNDER
☐ 49 COLOR PROBLEM
☐ 50 CLASSROOM MANAGEMENT

## TREATMENT

| PRESCRIBED | | GIVEN |
|---|---|---|
| ☐ | 62 REFERRAL TO OUTSIDE RESOURCES | → |
| ☐ | 63 SHORT TERM IPS COUNSELING | ☐ 85 |
| ☐ | 64 INDIVIDUAL | ☐ 86 |
| ☐ | 65 FAMILY | ☐ 87 |
| ☐ | 66 GROUP | ☐ 88 |
| ☐ | 67 APPROPRIATE CLASS PLACEMENT | ☐ 89 |
| ☐ | 68 HOSPITALIZATION | ☐ 90 |
| ☐ | 69 INSTITUTIONAL PLACEMENT | ☐ 91 |
| ☐ | 70 REMEDIATION - IPS | ☐ 92 |
| ☐ | 71 GENERAL | ☐ 93 |
| ☐ | 72 READING | ☐ 94 |
| ☐ | 73 READINESS TRAINING | ☐ 95 |
| ☐ | 74 TUTORING | ☐ 96 |
| ☐ | 75 SUMMER PROGRAMS | ☐ 97 |
| ☐ | 76 BEHAVIORAL MODIFICATION | ☐ 98 |
| ☐ | 77 TEACHER ADOPTION OF INSTRUCTIONAL METHODS | ☐ 99 |
| ☐ | 78 STIMULATE TEACHER-FAMILY COMMUNICATION AND JOINT EFFORT | ☐ 100 |
| ☐ | 79 RECOMMENDATION TO PRINCIPAL | ☐ 101 |
| ☐ | 80 CONSULTATION AND DEMONSTRATION TO TEACHER | ☐ 102 |
| ☐ | 81 MEDICAL | ☐ 103 |
| ☐ | 82 SPEECH/LANGUAGE DEVELOPMENT | ☐ 104 |
| ☐ | 83 HEARING | ☐ 105 |

☐ 84 REFERRAL TO OUTSIDE RESOURCES
☐ 106 PSYCHOTHERAPEUTIC
☐ 107 RECREATIONAL
☐ 108 SOCIALIZATION
☐ 109 RETARDATION SCHOOL PLACEMENT
☐ 110 EMOTIONALLY DISTURBED SCHOOL PLACEMENT
☐ 111 FAMILY AGENCY
☐ 112 CHILDRENS AGENCY
☐ 113 CHARACTER BUILDING ORGANIZATION
☐ 114 VOCATIONAL REHABILITATION
☐ 115 SCHOOL COUNSELING PROGRAM
☐ 116 SPECIALIZED EDUCATIONAL SERVICES

## OUTCOME

PUPIL LEARNING PROBLEM
☐ 117 RESOLVED
☐ 118 IMPROVED
☐ 119 NOT IMPROVED
☐ 120 NOT TREATABLE

PUPIL BEHAVIOR PROBLEM
☐ 121 RESOLVED
☐ 122 IMPROVED
☐ 123 NOT IMPROVED
☐ 124 NOT TREATABLE

FAMILY PROBLEM
☐ 125 RESOLVED
☐ 126 IMPROVED
☐ 127 NOT IMPROVED
☐ 128 NOT TREATABLE

SCHOOL PROBLEM
☐ 129 RESOLVED
☐ 130 IMPROVED
☐ 131 NOT IMPROVED
☐ 132 NOT TREATABLE

GRADES
☐ 137 IMPROVED
☐ 138 NOT IMPROVED

DISCIPLINARY RECORD
☐ 139 IMPROVED
☐ 140 NOT IMPROVED

IMPROVEMENT WITH REMEDIATION
☐ 133 GOOD
☐ 134 FAIR
☐ 135 POOR
☐ 136 NOT TREATABLE

## EVALUATION

☐ 141 GOOD
☐ 142 FAIR
☐ 143 POOR
☐ 144 NOT TREATABLE

X38050X

EVALUATION 144 143 142 141 | OUTCOME 140 139 138 137 136 135 134 133 132 131 130 129 128 127 126 125 124 123 122 121 120 119 118 117 | REFERRAL TO 116 115 114 113

OUTSIDE RESOURCES 112 111 110 109 108 107 106 | TREATMENT GIVEN 105 104 103 102 101 100 99 98 97 96 95 94 93 92 91 90 89 88 87 86 85 84 | TREATMENT PRESCRIBED 83 82 81 80 79 78 77 76 75 74 73 72 71 70 69 68 67 66 65

FINDINGS 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 | DIAGNOSIS 51 52 53 54 55 56 57 58 59 | A 60 | C 61 | 62 63 64 the master record file in each Center. Each week the Project Research Assistant compares the field cards with the master cards and updates all of them.

In order to provide data for evaluating treatment activity for the time period covered by this report, a retrospective deck of master cards based upon Institute records was created for the twelve-month period ending September 15, 1968. With the help of Institute staff and school staff it was possible to complete all entries for all pupils formally treated by the Institute during that period. This deck served as the data base for the analysis of treatment activity which is presented on the four fold-out sheets which follow.

The array of data from each Center is presented, followed by a sheet showing Institute totals. The meticulous reader may observe that the Institute totals often represent more than the sum reported by the three Centers. This discrepancy is produced by the inclusion of pupils seen by the Institute Director, and not reported elsewhere. The reader must also be cautioned against making comparative judgments about the treatment success of the various Centers from the figures showing percentage of treatment success in the lower right corner of each fold-out page. The comparative meaning of these percentages will be further discussed after the data have been presented.

During the twelve-month period ending September 15, 1968 the Institute for Pupil Study provided a complete service from referral through treatment to evaluation for 229 boys and 89 girls, a total of 318 pupils. These pupils came from school grades as follows:

| | | | |
|---|---|---|---|
| Special class | 22 | 6th grade | 49 |
| Kindergarten | 6 | 7th grade | 49 |
| 1st grade | 30 | 8th grade | 21 |
| 2nd grade | 26 | 9th grade | 7 |
| 3rd grade | 34 | 10th grade | – |
| 4th grade | 44 | 11th grade | – |
| 5th grade | 30 | 12th grade | – |

# INSTITUTE FOR PUPIL STUDY: CENTER I

| REASONS FOR REFERRAL | | FINDINGS AND DIA | | |
|---|---|---|---|---|
| **LEARNING PROBLEMS:** | **110** | **LEARNING PROBLEMS:** | **103** | |
| | | VISUAL-PERCEPTUAL | 6 | **POSITIVE** |
| | | MOTOR | 2 | |
| | | NEUROLOGICAL | 5 | PED |
| | | OPHTHALMOLOGICAL | 4 | NEU |
| | | MENTAL RETARDATION | 14 | OPH |
| | | SLOW LEARNER | 21 | SPEE |
| | | DEVELOPMENTAL LAG | 0 | HEA |
| | | EDUCATIONAL RETARDATION | 33 | EEG |
| | | EMOTIONAL | 66 | |
| **BEHAVIOR PROBLEMS:** | **106** | **BEHAVIOR PROBLEMS:** | **107** | |
| | | EMOTIONAL | 94 | PSYC |
| | | FAMILY | 74 | |
| | | IDENTITY | 3 | |
| **SOCIAL PROBLEMS:** | **34** | **SOCIAL PROBLEMS:** | **70** | |
| | | POOR SOCIAL SKILLS | 33 | |
| | | PEER RELATIONSHIPS | 52 | |
| | | STATUS PROBLEM | 4 | |
| | | **FAMILY PROBLEMS:** | **82** | |
| | | FAMILY CONFLICT | 63 | |
| | | OVER-EXPECTATION | 7 | |
| | | PHYSICAL DEPRIVATION | 11 | |
| | | FAMILY-SCHOOL CONFLICT | 25 | |
| | | **SCHOOL PROBLEMS:** | **53** | |
| | | SCHOOL-FAMILY RELATIONSHIP | 26 | |
| | | INAPPROPRIATE PLACEMENT | 30 | |
| | | OVER-PLACED | 28 | |
| | | UNDER-PLACED | 2 | |
| | | COLOR PROBLEM | 4 | |
| | | CLASSROOM MANAGEMENT | 7 | |
| **PHYSICAL PROBLEMS:** | **8** | **PHYSICAL PROBLEMS:** | **25** | |
| | | APPEARANCE | 9 | FUR |
| | | HANDICAP | 16 | SPEC |

## AGNOSES

### IVE DIAGNOSTIC FINDINGS:

| | |
|---|---|
| PEDIATRIC | 20 |
| NEUROLOGICAL | 33 |
| OPHTHALMOLOGICAL | 4 |
| SPEECH | 12 |
| HEARING | 14 |
| EEG | 15 |
| PSYCHIATRIC | 20 |
| FURTHER COMMUNITY SPECIALIST CONSULTATIONS | 16 |

## TREATMENT

| | Prescribed | Given |
|---|---|---|
| SHORT TERM IPS COUNSELING: | 97 | 93 |
| INDIVIDUAL | 64 | 61 |
| FAMILY | 36 | 33 |
| GROUP | 50 | 46 |
| APPROPRIATE CLASS PLACEMENT | 4 | 0 |
| HOSPITALIZATION | 1 | 1 |
| INSTITUTIONAL PLACEMENT | 5 | 0 |
| REMEDIATION - IPS | 48 | 34 |
| GENERAL | 14 | 14 |
| READING | 32 | 20 |
| READINESS TRAINING | 0 | 0 |
| TUTORING | 10 | 7 |
| SUMMER PROGRAMS | 14 | 7 |
| BEHAVIORAL MODIFICATION | 8 | 4 |
| TEACHER ADOPTION OF INSTRUCTIONAL METHODS | 7 | 5 |
| STIMULATE TEACHER-FAMILY COMMUNICATION & JOINT EFFORT | 25 | 23 |
| RECOMMENDATION TO PRINCIPAL | 67 | 66 |
| CONSULTATION AND DEMONSTRATION TO TEACHER | 130 | 130 |
| MEDICAL | 32 | 27 |
| SPEECH/LANGUAGE DEVELOPMENT | 11 | 8 |
| HEARING | 2 | 0 |

### REFERRALS TO OUTSIDE RESOURCES:

| | |
|---|---|
| NUMBER PRESCRIBED | 57 |
| NUMBER COMPLETED | 45 |
| PSYCHOTHERAPEUTIC | 16 |
| RECREATIONAL | 0 |
| SOCIAL | 0 |
| RETARDATION SCHOOL PLACEMENT | 1 |
| EMOTIONALLY DISTURBED SCHOOL PLACEMENT | 4 |
| FAMILY AGENCY | 15 |
| CHILDRENS AGENCY | 6 |
| CHARACTER BUILDING ORGANIZATION | 3 |
| VOCATIONAL REHABILITATION | 2 |
| SCHOOL COUNSELING PROGRAM | 0 |
| SPECIALIZED EDUCATIONAL SERVICES | 24 |

## OUT

### LEARNING PROBLE

RESOLVED
IMPROVED
NOT IMPROVED
NOT TREATABLE

### BEHAVIOR PROBLE

RESOLVED
IMPROVED
NOT IMPROVED
NOT TREATABLE

### SOCIAL PROBLEMS:

(NOT EVALUATED)

### FAMILY PROBLEMS

RESOLVED
IMPROVED
NOT IMPROVED
NOT TREATABLE

### SCHOOL PROBLEMS

RESOLVED
IMPROVED
NOT IMPROVED
NOT TREATABLE

### PHYSICAL PROBLE

(RESULTS REPORTED

## OUTCOME

**PROBLEMS:**

| | |
|---|---|
| D | 4 |
| D | 65 |
| ROVED | 40 |
| ATABLE | 4 |

**PROBLEMS:**

| | |
|---|---|
| D | 5 |
| D | 80 |
| ROVED | 28 |
| ATABLE | 4 |

**BLEMS:**

LUATED)

**BLEMS:**

| | |
|---|---|
| D | 4 |
| D | 23 |
| ROVED | 48 |
| ATABLE | 10 |

**BLEMS:**

| | |
|---|---|
| | 4 |
| | 27 |
| OVED | 26 |
| TABLE | 3 |

**ROBLEMS:**

REPORTED ELSEWHERE)

## EVALUATION

**IMPROVEMENT WITH REMEDIATION:**

| | |
|---|---|
| GOOD | 8 |
| FAIR | 19 |
| POOR | 4 |
| NOT TREATABLE | 0 |

**GRADES:**

| | |
|---|---|
| IMPROVED | 59 |
| NOT IMPROVED | 47 |

**DISCIPLINARY RECORD:**

| | |
|---|---|
| IMPROVED | 64 |
| NOT IMPROVED | 28 |

### EVALUATION OF TOTAL IMPACT OF PROGRAM ON PUPIL'S PROBLEMS

| | |
|---|---|
| GOOD RESULT | 49 |
| FAIR RESULT | 55 |
| POOR RESULT | 36 |
| NOT TREATABLE | 2 |

**SUCCESS RATE FOR TREATABLE PUPILS** 74.3%

## INSTITUTE FOR PUPIL STUDY: CENTER II

| REASONS FOR REFERRAL | | FINDINGS AND D | | |
|---|---|---|---|---|
| **LEARNING PROBLEMS:** | **74** | **LEARNING PROBLEMS:** | **79** | |
| | | VISUAL-PERCEPTUAL | 11 | **POS** |
| | | MOTOR | 12 | |
| | | NEUROLOGICAL | 10 | |
| | | OPHTHALMOLOGICAL | 0 | |
| | | MENTAL RETARDATION | 3 | |
| | | SLOW LEARNER | 20 | |
| | | DEVELOPMENTAL LAG | 13 | |
| | | EDUCATIONAL RETARDATION | 23 | |
| | | EMOTIONAL | 43 | |
| **BEHAVIOR PROBLEMS:** | **43** | **BEHAVIOR PROBLEMS:** | **44** | |
| | | EMOTIONAL | 40 | |
| | | FAMILY | 25 | |
| | | IDENTITY | 0 | |
| **SOCIAL PROBLEMS:** | **2** | **SOCIAL PROBLEMS:** | **22** | |
| | | POOR SOCIAL SKILLS | 9 | |
| | | PEER RELATIONSHIPS | 16 | |
| | | STATUS PROBLEM | 1 | |
| | | **FAMILY PROBLEMS:** | **47** | |
| | | FAMILY CONFLICT | 27 | |
| | | OVER-EXPECTATION | 6 | |
| | | PHYSICAL DEPRIVATION | 3 | |
| | | FAMILY-SCHOOL CONFLICT | 9 | |
| | | **SCHOOL PROBLEMS:** | **35** | |
| | | SCHOOL-FAMILY RELATIONSHIP | 4 | |
| | | INAPPROPRIATE PLACEMENT | 28 | |
| | | OVER-PLACED | 27 | |
| | | UNDER-PLACED | 1 | |
| | | COLOR PROBLEM | 0 | |
| | | CLASSROOM MANAGEMENT | 5 | |
| **PHYSICAL PROBLEMS:** | **7** | **PHYSICAL PROBLEMS:** | **14** | |
| | | APPEARANCE | 1 | |
| | | HANDICAP | 14 | |

## IAGNOSES

**TIVE DIAGNOSTIC FINDINGS:**

| | |
|---|---|
| PEDIATRIC | 15 |
| NEUROLOGICAL | 31 |
| OPHTHALMOLOGICAL | 14 |
| SPEECH | 7 |
| HEARING | 10 |
| EEG | 17 |
| PSYCHIATRIC | 16 |
| JRTHER COMMUNITY<br>ECIALIST CONSULTATIONS | 20 |

## TREATMENT

| | Prescribed | Given |
|---|---|---|
| SHORT TERM IPS COUNSELING: | 56 | 49 |
| INDIVIDUAL | 34 | 29 |
| FAMILY | 48 | 40 |
| GROUP | 0 | 0 |
| APPROPRIATE CLASS PLACEMENT | 18 | 9 |
| HOSPITALIZATION | 1 | 1 |
| INSTITUTIONAL PLACEMENT | 0 | 0 |
| REMEDIATION - IPS | 28 | 24 |
| GENERAL | 8 | 5 |
| READING | 23 | 22 |
| READINESS TRAINING | 1 | 0 |
| TUTORING | 0 | 0 |
| SUMMER PROGRAMS | 9 | 1 |
| BEHAVIORAL MODIFICATION | 0 | 0 |
| TEACHER ADOPTION OF INSTRUCTIONAL METHODS | 28 | 22 |
| STIMULATE TEACHER-FAMILY COMMUNICATION & JOINT EFFORT | 40 | 39 |
| RECOMMENDATION TO PRINCIPAL | 69 | 69 |
| CONSULTATION AND DEMONSTRATION TO TEACHER | 88 | 88 |
| MEDICAL | 22 | 13 |
| SPEECH/LANGUAGE DEVELOPMENT | 6 | 0 |
| HEARING | 0 | 0 |

**REFERRALS TO OUTSIDE RESOURCES:**

| | |
|---|---|
| NUMBER PRESCRIBED | 48 |
| NUMBER COMPLETED | 33 |
| PSYCHOTHERAPEUTIC | 16 |
| RECREATIONAL | 2 |
| SOCIAL | 0 |
| RETARDATION SCHOOL PLACEMENT | 0 |
| EMOTIONALLY DISTURBED SCHOOL PLACEMENT | 4 |
| FAMILY AGENCY | 13 |
| CHILDRENS AGENCY | 2 |
| CHARACTER BUILDING ORGANIZATION | 1 |
| VOCATIONAL REHABILITATION | 2 |
| SCHOOL COUNSELING PROGRAM | 12 |
| SPECIALIZED EDUCATIONAL SERVICES | 22 |

## OU

**LEARNING PROBL**

RESOLVED
IMPROVED
NOT IMPROVED
NOT TREATABLE

**BEHAVIOR PROBL**

RESOLVED
IMPROVED
NOT IMPROVED
NOT TREATABLE

**SOCIAL PROBLEMS**

(NOT EVALUATED)

**FAMILY PROBLEM**

RESOLVED
IMPROVED
NOT IMPROVED
NOT TREATABLE

**SCHOOL PROBLEMS**

RESOLVED
IMPROVED
NOT IMPROVED
NOT TREATABLE

**PHYSICAL PROBLE**

(RESULTS REPORTED

## OUTCOME

**ROBLEMS:**

| | |
|---|---|
| | 2 |
| | 45 |
| OVED | 27 |
| TABLE | 2 |

**ROBLEMS:**

| | |
|---|---|
| D | 5 |
| D | 19 |
| IOVED | 20 |
| ATABLE | 0 |

**BLEMS:**

LUATED)

**BLEMS:**

| | |
|---|---|
| D | 4 |
| D | 14 |
| ROVED | 20 |
| ATABLE | 4 |

**OBLEMS:**

| | |
|---|---|
| D | 5 |
| D | 14 |
| ROVED | 15 |
| ATABLE | 1 |

**ROBLEMS:**

REPORTED ELSEWHERE)

## EVALUATION

| | |
|---|---|
| **IMPROVEMENT WITH REMEDIATION:** | |
| GOOD | 13 |
| FAIR | 9 |
| POOR | 3 |
| NOT TREATABLE | 0 |
| **GRADES:** | |
| IMPROVED | 22 |
| NOT IMPROVED | 9 |
| **DISCIPLINARY RECORD:** | |
| IMPROVED | 5 |
| NOT IMPROVED | 2 |

### EVALUATION OF TOTAL IMPACT OF PROGRAM ON PUPIL'S PROBLEMS

| | |
|---|---|
| GOOD RESULT | 29 |
| FAIR RESULT | 37 |
| POOR RESULT | 6 |
| NOT TREATABLE | 4 |

**SUCCESS RATE FOR TREATABLE PUPILS** 91.7%

# INSTITUTE FOR PUPIL STUDY: CENTER III

| REASONS FOR REFERRAL | | FINDINGS AND D | |
|---|---|---|---|
| **LEARNING PROBLEMS:** | **21** | **LEARNING PROBLEMS:** | **26** |
| | | VISUAL-PERCEPTUAL | 0 |
| | | MOTOR | 1 |
| | | NEUROLOGICAL | 6 |
| | | OPHTHALMOLOGICAL | 0 |
| | | MENTAL RETARDATION | 2 |
| | | SLOW LEARNER | 5 |
| | | DEVELOPMENTAL LAG | 0 |
| | | EDUCATIONAL RETARDATION | 3 |
| | | EMOTIONAL | 19 |
| **BEHAVIOR PROBLEMS:** | **47** | **BEHAVIOR PROBLEMS:** | **48** |
| | | EMOTIONAL | 34 |
| | | FAMILY | 39 |
| | | IDENTITY | 0 |
| **SOCIAL PROBLEMS:** | **12** | **SOCIAL PROBLEMS:** | **15** |
| | | POOR SOCIAL SKILLS | 5 |
| | | PEER RELATIONSHIPS | 13 |
| | | STATUS PROBLEM | 3 |
| | | **FAMILY PROBLEMS:** | **44** |
| | | FAMILY CONFLICT | 39 |
| | | OVER-EXPECTATION | 4 |
| | | PHYSICAL DEPRIVATION | 1 |
| | | FAMILY-SCHOOL CONFLICT | 5 |
| | | **SCHOOL PROBLEMS:** | **10** |
| | | SCHOOL-FAMILY RELATIONSHIP | 4 |
| | | INAPPROPRIATE PLACEMENT | 4 |
| | | OVER-PLACED | 3 |
| | | UNDER-PLACED | 1 |
| | | COLOR PROBLEM | 0 |
| | | CLASSROOM MANAGEMENT | 3 |
| **PHYSICAL PROBLEMS:** | **6** | **PHYSICAL PROBLEMS:** | **4** |
| | | APPEARANCE | 0 |
| | | HANDICAP | 4 |

**POSI**

## IAGNOSES

**ITIVE DIAGNOSTIC FINDINGS:**

| | |
|---|---|
| PEDIATRIC | 6 |
| NEUROLOGICAL | 15 |
| OPHTHALMOLOGICAL | 1 |
| SPEECH | 1 |
| HEARING | 1 |
| EEG | 11 |
| PSYCHIATRIC | 3 |
| FURTHER COMMUNITY SPECIALIST CONSULTATIONS | 16 |

## TREATMENT

| | Prescribed | Given |
|---|---|---|
| SHORT TERM IPS COUNSELING: | 50 | 46 |
| INDIVIDUAL | 20 | 15 |
| FAMILY | 37 | 28 |
| GROUP | 15 | 15 |
| APPROPRIATE CLASS PLACEMENT | 1 | 1 |
| HOSPITALIZATION | 0 | 0 |
| INSTITUTIONAL PLACEMENT | 2 | 2 |
| REMEDIATION - IPS | 5 | 5 |
| GENERAL | 1 | 1 |
| READING | 3 | 3 |
| READINESS TRAINING | 0 | 0 |
| TUTORING | 1 | 1 |
| SUMMER PROGRAMS | 14 | 7 |
| BEHAVIORAL MODIFICATION | 3 | 3 |
| TEACHER ADOPTION OF INSTRUCTIONAL METHODS | 5 | 2 |
| STIMULATE TEACHER-FAMILY COMMUNICATION & JOINT EFFORT | 18 | 17 |
| RECOMMENDATION TO PRINCIPAL | 21 | 21 |
| CONSULTATION AND DEMONSTRATION TO TEACHER | 58 | 58 |
| MEDICAL | 11 | 8 |
| SPEECH/LANGUAGE DEVELOPMENT | 0 | 0 |
| HEARING | 0 | 0 |

**REFERRALS TO OUTSIDE RESOURCES:**

| | |
|---|---|
| NUMBER PRESCRIBED | 28 |
| NUMBER COMPLETED | 23 |
| PSYCHOTHERAPEUTIC | 11 |
| RECREATIONAL | 3 |
| SOCIAL | 0 |
| RETARDATION SCHOOL PLACEMENT | 1 |
| EMOTIONALLY DISTURBED SCHOOL PLACEMENT | 2 |
| FAMILY AGENCY | 7 |
| CHILDRENS AGENCY | 0 |
| CHARACTER BUILDING ORGANIZATION | 0 |
| VOCATIONAL REHABILITATION | 0 |
| SCHOOL COUNSELING PROGRAM | 1 |
| SPECIALIZED EDUCATIONAL SERVICES | 2 |

## O

**LEARNING PROBL**

RESOLVED
IMPROVED
NOT IMPROVED
NOT TREATABLE

**BEHAVIOR PROBL**

RESOLVED
IMPROVED
NOT IMPROVED
NOT TREATABLE

**SOCIAL PROBLEM**

(NOT EVALUATED

**FAMILY PROBLE**

RESOLVED
IMPROVED
NOT IMPROVED
NOT TREATABLE

**SCHOOL PROBLE**

RESOLVED
IMPROVED
NOT IMPROVED
NOT TREATABLE

**PHYSICAL PROBL**

(RESULTS REPORTE

## OUTCOME

## EVALUATION

**PROBLEMS:**

| | |
|---|---|
| D | 1 |
| D | 13 |
| ROVED | 7 |
| ATABLE | 1 |

**IMPROVEMENT WITH REMEDIATION:**

| | |
|---|---|
| GOOD | 4 |
| FAIR | 2 |
| POOR | 1 |
| NOT TREATABLE | 0 |

**GRADES:**

| | |
|---|---|
| IMPROVED | 19 |
| NOT IMPROVED | 6 |

**DISCIPLINARY RECORD:**

| | |
|---|---|
| IMPROVED | 28 |
| NOT IMPROVED | 8 |

**PROBLEMS:**

| | |
|---|---|
| D | 4 |
| D | 29 |
| ROVED | 15 |
| ATABLE | 2 |

**BLEMS:**

LUATED)

**BLEMS:**

| | |
|---|---|
| D | 2 |
| D | 25 |
| ROVED | 6 |
| ATABLE | 10 |

**BLEMS:**

| | |
|---|---|
| D | 4 |
| D | 3 |
| OVED | 4 |
| TABLE | 0 |

**ROBLEMS:**

REPORTED ELSEWHERE)

### EVALUATION OF TOTAL IMPACT OF PROGRAM ON PUPIL'S PROBLEMS

| | |
|---|---|
| GOOD RESULT | 41 |
| FAIR RESULT | 16 |
| POOR RESULT | 3 |
| NOT TREATABLE | 1 |

**SUCCESS RATE FOR TREATABLE PUPILS** 95.2%

# INSTITUTE FOR PUPIL STUDY: TOTALS FOR ALL CENTERS

| REASONS FOR REFERRAL | | FINDINGS AND DI | |
|---|---|---|---|
| | | [ ACUTE PROBLEMS: 42 CHRONIC: 275 ] | |
| **LEARNING PROBLEMS:** | **224** | **LEARNING PROBLEMS:** | **227** |
| | | VISUAL-PERCEPTUAL | 25 |
| | | MOTOR | 34 |
| | | NEUROLOGICAL | 40 |
| | | OPHTHALMOLOGICAL | 6 |
| | | MENTAL RETARDATION | 21 |
| | | SLOW LEARNER | 51 |
| | | DEVELOPMENTAL LAG | 13 |
| | | EDUCATIONAL RETARDATION | 78 |
| | | EMOTIONAL | 143 |
| **BEHAVIOR PROBLEMS:** | **205** | **BEHAVIOR PROBLEMS:** | **213** |
| | | EMOTIONAL | 181 |
| | | FAMILY | 145 |
| | | IDENTITY | 3 |
| **SOCIAL PROBLEMS:** | **52** | **SOCIAL PROBLEMS:** | **109** |
| | | POOR SOCIAL SKILLS | 48 |
| | | PEER RELATIONSHIPS | 82 |
| | | STATUS PROBLEM | 9 |
| | | **FAMILY PROBLEMS:** | **180** |
| | | FAMILY CONFLICT | 134 |
| | | OVER-EXPECTATION | 17 |
| | | PHYSICAL DEPRIVATION | 19 |
| | | FAMILY-SCHOOL CONFLICT | 39 |
| | | **SCHOOL PROBLEMS:** | **107** |
| | | SCHOOL-FAMILY RELATIONSHIP | 35 |
| | | INAPPROPRIATE PLACEMENT | 68 |
| | | OVER-PLACED | 58 |
| | | UNDER-PLACED | 10 |
| | | COLOR PROBLEM | 4 |
| | | CLASSROOM MANAGEMENT | 17 |
| **PHYSICAL PROBLEMS:** | **37** | **PHYSICAL PROBLEMS:** | **62** |
| | | APPEARANCE | 10 |
| | | HANDICAP | 53 |

POSIT

## IAGNOSES

[ SPECIAL DIAGNOSTIC CONSULTATIONS: 132 ]

**SITIVE DIAGNOSTIC FINDINGS:**

| | |
|---|---|
| PEDIATRIC | 59 |
| NEUROLOGICAL | 97 |
| OPHTHALMOLOGICAL | 21 |
| SPEECH | 20 |
| HEARING | 25 |
| EEG | 43 |

| | |
|---|---|
| PSYCHIATRIC | 47 |
| DIAGNOSTIC CLASSROOM | 26 |

| | |
|---|---|
| FURTHER COMMUNITY SPECIALIST CONSULTATIONS | 52 |

## TREATMENT

| | Prescribed | Given |
|---|---|---|
| SHORT TERM IPS COUNSELING: | 222 | 207 |
| INDIVIDUAL | 137 | 124 |
| FAMILY | 139 | 119 |
| GROUP | 65 | 61 |
| APPROPRIATE CLASS PLACEMENT | 29 | 13 |
| HOSPITALIZATION | 2 | 2 |
| INSTITUTIONAL PLACEMENT | 10 | 3 |
| REMEDIATION - IPS | 83 | 64 |
| GENERAL | 23 | 20 |
| READING | 61 | 46 |
| READINESS TRAINING | 4 | 1 |
| TUTORING | 11 | 8 |
| SUMMER PROGRAMS | 38 | 16 |
| BEHAVIORAL MODIFICATION | 11 | 7 |
| TEACHER ADOPTION OF INSTRUCTIONAL METHODS | 59 | 47 |
| STIMULATE TEACHER-FAMILY COMMUNICATION & JOINT EFFORT | 85 | 81 |
| RECOMMENDATION TO PRINCIPAL | 160 | 158 |
| CONSULTATION AND DEMONSTRATION TO TEACHER | 294 | 294 |
| MEDICAL | 75 | 54 |
| SPEECH/LANGUAGE DEVELOPMENT | 19 | 9 |
| HEARING | 3 | 0 |

**REFERRALS TO OUTSIDE RESOURCES:**

| | |
|---|---|
| NUMBER PRESCRIBED | 141 |
| NUMBER COMPLETED | 105 |
| PSYCHOTHERAPEUTIC | 44 |
| RECREATIONAL | 5 |
| SOCIAL | 0 |
| RETARDATION SCHOOL PLACEMENT | 2 |
| EMOTIONALLY DISTURBED SCHOOL PLACEMENT | 11 |
| FAMILY AGENCY | 36 |
| CHILDRENS AGENCY | 8 |
| CHARACTER BUILDING ORGANIZATION | 4 |
| VOCATIONAL REHABILITATION | 4 |
| SCHOOL COUNSELING PROGRAM | 13 |
| SPECIALIZED EDUCATIONAL SERVICES | 49 |

## OU

**LEARNING PROBLE**

- RESOLVED
- IMPROVED
- NOT IMPROVED
- NOT TREATABLE

**BEHAVIOR PROBL**

- RESOLVED
- IMPROVED
- NOT IMPROVED
- NOT TREATABLE

**SOCIAL PROBLEMS**

(NOT EVALUATED)

**FAMILY PROBLEM**

- RESOLVED
- IMPROVED
- NOT IMPROVED
- NOT TREATABLE

**SCHOOL PROBLEM**

- RESOLVED
- IMPROVED
- NOT IMPROVED
- NOT TREATABLE

**PHYSICAL PROBLE**

(RESULTS REPORTE

## UTCOME

LEMS:

8
134
81
E 7

LEMS:

17
134
63
LE 10

MS:

ED)

MS:

11
66
78
LE 25

EMS:

17
45
51
LE 4

LEMS:

RTED ELSEWHERE)

## EVALUATION

| IMPROVEMENT WITH REMEDIATION: | |
|---|---|
| GOOD | 25 |
| FAIR | 31 |
| POOR | 8 |
| NOT TREATABLE | 0 |

| GRADES: | |
|---|---|
| IMPROVED | 100 |
| NOT IMPROVED | 56 |

| DISCIPLINARY RECORD: | |
|---|---|
| IMPROVED | 102 |
| NOT IMPROVED | 40 |

### EVALUATION OF TOTAL IMPACT OF PROGRAM ON PUPIL'S PROBLEMS

| | |
|---|---|
| GOOD RESULT | 126 |
| FAIR RESULT | 112 |
| POOR RESULT | 50 |
| NOT TREATABLE | 8 |

**SUCCESS RATE FOR TREATABLE PUPILS** 83%

The Institute success rate of 83 percent for treatable pupils is the most reliable figure for expressing the result of efforts toward remediation for this period. The evaluation of result for each pupil was a joint effort of the schools and Center staff. As there were different sets of judges at each Center, variance in results reported by the Centers may be due in part to differences in judges rather than to differences in result. The Institute rate tends to balance out possible differences in judgment. While this method of reaching an appraisal of treatment result leaves much to be desired, it has considerable value where judges attempt to be honest, and it is the best technique available at present. As Ashlock and Stephen say concerning subjective appraisal:

> Due to the newness of the field, we do not have as many standardized tests as we would wish to have. Consequently, the educational therapist must give his opinion as to how much progress the child has made in certain areas of educational therapy ..... This may well be the highest example of the therapist's art and skill. The educational therapist must bring together the results of measurement and subjective appraisal and interpret them in the light of all he knows about the educational problem of the child.[1]

While the success rate is an important figure in any evaluation report, it is one of the least interesting numbers on the preceding fold-out pages. Observed carefully, they suggest and reveal a great deal about the pupils and their problems as they were seen at the Institute for Pupil Study. It is appropriate here to direct attention to a few of these items, and to discuss them in reference to further unreported discoveries from the card deck.

It is impressive that 85 percent of pupils seen at the Institute had chronic problems. They also had multiple problems. Only 18 percent were referred for learning problems alone. Twelve percent were referred for "acting out" behavior problems alone. Only one pupil was referred solely for a physical problem. The remaining 70 percent of the pupils were referred for multiple problems.

---

[1] Patrick Ashlock and Alberta Stephen, Educational Therapy in the Elementary School, Springfield, Illinois,: Charles C. Thomas, Publisher, 1966, p. 69.

Looking at figures for treatment and outcome, one is struck by the fact that the program has its greatest success where it has the greatest control of the processes involved. It has a high ratio of treatments given to treatments prescribed in those instances where the Institute provides the treatment. It has less success where it prescribes that parents or school personnel adopt a given course of treatment. The program has its best success in resolving or improving learning and behavior problems. These are problems in which treatment is based upon consultant relationships. The program has only 60 percent success with school problems and only 42 percent success with family problems, many of which are not treatable.

These outcomes are to be expected. The program rests upon the philosophy that remediation of learning and school behavior problems will lead to improvement in adjustment at school, at home and in peer groups. Changes in these latter areas may take time. The fact that they were not seen at the end of the school year does not mean that they may not appear at a later time, and as a consequence of educational therapies. Study of this question is a future task in the evaluation of the Program for Pupil Adjustment.

While the programs of Center I and Center II were oriented toward the delivery of service in their own setting, Center III was oriented toward the delivery of service at school. During the period covered by this report, 241 of Center III cases were handled entirely at school. This method of operation fostered poor record keeping, and it was impossible to retrieve sufficient individual case data to produce an evaluation of treatment success with these pupils. These 241 cases, nonetheless, represent a significant portion of the workload of Center III for this period. It is possible to present a statistical summary, as seen on the following page, describing the work which was done with these pupils. With the advent of program evaluation activities, field cards are now kept on all pupils seen at school only. It will be possible to evaluate cases of this type, and to include them in the general plan of evaluation, beginning September 15, 1968.

## CENTER III
## SUMMARY OF CASES ON WHOM CONSULTATION, STUDY, TREATMENT OR REMEDIATION WAS DONE AT SCHOOL ONLY

July 1, 1967 - September 15, 1968

TOTAL NUMBER - 241
MALES - 177
FEMALES - 64

NUMBER BY GRADE

1 - 33
2 - 28
3 - 36
4 - 32
5 - 22
6 - 16
7 - 29
8 - 27
9 - 17
10 - 0
11 - 0
12 - 1

NUMBER ON WHOM INITIAL CONTACT WITH IPS WAS MADE BY

Teacher - 105
Principal - 38
Counselor - 74
Supt. - 1
Pupil - 9
Parent - 16
Vice-Prin. - 5*

NUMBER ON WHOM REFERRAL PROBLEM WAS PRIMARILY
(Pupil may appear in more than one)

Achievement/Academic Problem, with average ability - 83
Achievement/Academic Problem, with below average ability - 29
Behavior, Disruptive, (angry, stealing, defiant, refusal to do work, etc.) - 117
Behavior-Non-Disruptive, (shy, fearful, cries, daydreams, etc.) - 49
None - 10**

* Some pupils referred independently by two different sources.

** In some cases parents or teachers wanted assurance about the absence of a problem.

## MANAGEMENT OF CASES WITH WHOM THERE WAS A SPECIAL COUNSELING OR REMEDIAL EFFORT*

| PERFORMED BY | | WITH | IN |
|---|---|---|---|
| Consultant | 117 | Pupils - 114 | Group - 75 |
| (3 or less contacts - 12) | | Parents - 12 | Indiv. - 43 |
| (more than 3 - 105) | | Teachers - 6 | |
| Counselor | 43 | | |
| (3 or less contacts - 2) | | | |
| (more than 3 - 4) | | | |
| Teacher | 3 | | |
| (3 or less contacts - 0) | | | |
| (more than 3 - 3) | | | |

*Cases overlap because they may have been seen by both counselor and consultant, or in both individual and group.

## PLACE AND NUMBER OF REFERRALS OUT

| | |
|---|---|
| Family Service | - 5 |
| Gillis Home for Boys | - 1 |
| Special Education Class | - 2 |
| Western Missouri Mental Health Center | - 1 |
| Other | - 2 |

One-hundred three cases had no special counseling or remedial work. This number includes those on which there was only the initial contact, and those which received routine follow-up.

## D. Validation of Need for the Program

The Institute has conducted two screening activities, the results of which go far to prove the need for the program. These screening activities must be reckoned also as further treatment efforts, not completely reflected in the figures shown in the preceding section. The first consists of 494 health screenings provided by Mrs. Vesta Baehr, R.N., at the Institute Center over an 18 month period. The results, presented in detail on the following page, show that 73 percent of the pupils seen revealed positive health findings. That the Institute carefully followed up these findings is indicated by the correspondingly large number of diagnostic medical services given during the same period.

The next page shows the findings of Center II from screening 100 pupils preparing to enter school for the first time. The St. Catherine (School) Readiness Project was conducted in June 1968 as a demonstration of the prevalence of health, behavior and learning problems in children entering the first grade. The prevalence of physically demonstrable problems can be seen on the chart.

The St. Catherine's Readiness Project also assessed the children for learning and behavior problems, and made recommendations to the principal about appropriate placement. Twenty-two of the 100 pupils demonstrated learning problems associated with their being "slow learners" or suffering developmental lag. These findings are more than in keeping with current professional estimates that 10 percent of the school population needs special educational treatment.

JULY 1, 1967 – DECEMBER 31, 1968

INSTITUTE CASE TOTAL 494
R. N. HEALTH SCREENING TOTAL 354 73%

## FINDINGS

| PEDIATRIC | MEDICAL HISTORY | NEURO-LOGICAL SOFT SIGNS | MIXED DOMINANCE | WEIGHT | MATURA-TION | VISION | SPEECH | HEARING | E.N.T. | DENTAL | TOTAL: |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 50 | 56 | 161 | 141 | 11 | 3 | 46 | 32 | 32 | 7 | 95 | 634 |

## DIAGNOSTIC MEDICAL SERVICES GIVEN:

| PEDIATRIC CONSUL-TATION | PEDIATRIC EXAMINATION | NEURO-LOGICAL CONSUL-TATION | NEURO-LOGICAL EXAMINATION | EEG | SKULL X-RAY | OPHTHAL-MALOGIC | SPEECH | HEARING | E.N.T. | PSYCHIATRIC | TOTAL: |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 88 | 71 | 138 | 123 | 66 | 6 | 28 | 14 | 11 | 6 | 45 | 596 |

# CENTER II

* ST. CATHERINE READINESS PROJECT
100 CASES
100 HEALTH SCREENINGS

FINDINGS
FROM
SCREENING:

| PEDIATRIC | MEDICAL HISTORY | NEURO-LOGICAL SOFT SIGNS | MIXED DOMINANCE | WEIGHT | MATURA-TIONAL | VISION | SPEECH | HEARING | E.N.T. | DENTAL | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 2 |  | 36 | 47 | 2 | 2 | 8 | 2 | 8 | 4 | 13 | 124 |

* NO FURTHER MEDICAL SERVICE AS THIS PROJECT WILL NOT BE COMPLETED UNTIL SUMMER, 1969.

## E. Evaluation of Services Within Schools

Having considered the data relating to the attainment of two intermediate objectives of the program, viz. 1) Determination of the basis of the pupil's problem, and 2) Provision of remedial services related to pupil needs, we turn now to the third intermediate objective. This objective is "the expansion of services within schools and assumption of responsibility by schools for their provision." Data for judging the success of the program in achieving this objective was collected from school principals.

In February 1968 the principal of each school participating in the program was invited to comment by letter about the program, giving an appraisal of its work and offering suggestions for program improvement. This request for comment was followed up in some instances by an interview of the principal, conducted by the Project Research Assistant.

The comment from the majority of principals was favorable to the program. Many expressed gratitude for the work which had been done in their schools, and expressed the wish that the service be extended. Many offered suggestions for improving the operation of the program within their schools, and these suggestions were passed on to the directors of the Centers concerned. There was adverse comment from the principals of several schools served by Center III. Some examples are quoted, as follows:

> In the last two years, the approach of IPS in providing aid for the school has been more of a consultive nature. This is of some value but by no means meets our needs as did the former method. For years there has been an abundance of advice available but few to put this advice into action.
>
> (Principal A)

> At the end of last year we had a meeting at which we discussed the effectiveness of IPS. The only regret that we had was that there was no record of the work done or the referral so that the next teacher would not have the advantage of this information. This, I would say, is our only complaint – that we have no written records of any kind.
>
> (Principal B)

These quotations are atypical of the responses of most principals, but they must be presented if the evaluation is to portray the program in full dimension with highlights balanced with shadow. Negative aspects of an evaluation are often painful. The general reader, and all those more intimately concerned, should bear in mind that it is not the purpose of an evaluation to pass praise or blame. Evaluation is a painful process, especially when it is public. Those who subject themselves to it do so for the public good, sharing their mistakes with the world so that all may profit from one experience. The public owes them respect for their bravery, and the courtesy of regarding the findings as neutral, impersonal scientific facts.

It is ironic that the unfavorable reports from educators were returned by schools served by Center III. This Center deployed the majority of its resources into consultation with schools, and provided the schools which it served with a greater volume of in-school service than did the other two Centers. It is clear that school administrators were unaware of the amount of service rendered or felt that the service did not meet their expectations.

In January 1969, personnel in Center III began to recognize that their organizational operation, while effecting what they regarded as valuable results with pupils, was not achieving its intermediate objectives. They then began to restructure their organization along lines followed by the other Centers. Their experience shows that the intermediate objective "Expansion of service within schools and assumption of responsibility by schools for their provision," cannot be achieved by direct effort. School administrators are more comfortable working with a detached institute than they are with consultants continuously present in their schools. The formalization of the consultative process, when carried on in the Center, marks the delivery of service as a significant event. The systematic recording of treatment efforts and results, routed back to the schools through the principal's office, enhances the impression that tangible service is being rendered. For these reasons, the classic clinic model is probably most appropriate for the organization of service by the Institute for Pupil Study.

The experiment conducted by Center III may also lead one to doubt the feasibility of the third intermediate objective. The realities of classroom management and school management and school administration may well preclude its attainment. It may be well to recognize that the attainment of this objective is dependent not upon the efforts of Institute personnel, but upon a decision by school administrators to modify traditional programs. The current pattern of service, in which the Institute operates as a separate entity, may well represent the most effective form of organization of pupil adjustment services.

F. Evaluation Activities

The Institute for Pupil Study began a program of formal evaluation of its program in July 1968. This was an appropriate time to begin evaluative studies, coming at the beginning of the second operational year of the program. At this time the program had attained sufficient stability and maturity to make evaluative studies worthwhile. Program administrators and the Evaluator agreed that the evaluation of the program for the fiscal year ending June 30, 1969 would follow the following format:

> 1. Program Description. A narrative account of the program presenting its history and current functioning shall be written by the Evaluator. It shall describe the philosophy of the program, specific program goals and objectives, the organization and functioning of staff and resources, specific program activities in relationship to specific program objectives, the history of the development of the program, reactions of hosts and recipients of programming services, and staff assessments of the program.
>
> The Director of the Institute of Pupil Study and directors of the three area centers shall prepare in consultation with the Evaluator descriptions of the segments of the program with which they have been most intimately concerned. Narratives covering the first year's operation of the program shall be prepared in July 1968. Notes, in the form of program diaries, will be kept by these directors for the second year of program operation. These will serve as a basis for a narrative account to be written in June 1969. The Evaluator will confer with the program directors at regular intervals regarding the progress of the narrative accounts. The Evaluator will attempt to update the finished description of the first year's operation of the program during January 1969, so that the two-year description of the program will be available by the end of June 1969.

A quantified description of the program services offered in the schools and at Institute centers shall be made using data collected by this process. A simple system of data collection, measuring services rendered by workers in the field, and a somewhat more complex system measuring services rendered in the Institute centers, shall be created. Reports of the volume of these services shall be made available to Institute staff on a monthly basis, with cumulative totals available at the end of each school semester. These totals shall be used in describing services rendered during the school year ending June 1969, and as a basis for statistical support of the analysis of the costs and effectiveness of various components of the program.

2. Description of Population Served and Measurement of Impact of the Program Upon it. A quantified description of the pupil population served in the Institute centers shall be written. This description shall be based on hard data collected from two sources. First, a system for collecting uniform data from all of the Institute case records and tabulating by electronic data processes, shall be created. Second, a case history type study based on a stratified sample of 150 pupils currently being seen in Institute centers shall be designed and partially completed. This study will endeavor to test the effectiveness of specific services in achieving specific program goals. A controlled population shall be identified to provide a basis for a continuing follow-up study of the effectiveness and durability of effect of the program in achieving improved pupil adjustment.

3. Judgments by Recipients of Services. A study of the reception and desirability of the program by school principals and superintendents of school districts shall be made. This study shall be conducted through interviews of all principals and superintendents concerned. The interviews shall follow a uniform format of structured and open-ended questions. All interviews shall be tape recorded and transcribed. Respondents to interviews shall be guaranteed anonymity. If resources within the Institute are available, interviews will be conducted in October and April, for the purpose of measuring changes in school administrators' attitudes toward the program. The Evaluator shall analyze the transcript, and provide a finished summary report of the reaction of school principals and district superintendents to the program.

4. Judgment of Program Effectiveness Made by Providers of Services and by Outside Professional Experts. The Evaluator shall conduct periodic interviews with the Institute and center directors, and record their impressions of the program. The directors and other appropriate staff shall meet with the Evaluator at the end of each semester to discuss their impressions of the progress of the program. The Evaluator shall make a written summary of these conferences as a part of the total evaluation of the program.

The Evaluator shall make an independent assessment based upon the accumulated data from the forgoing studies, and from his own point of view from outside the Institute, of the overall organization, operation, and achievement of the program during the year. He shall make appropriate recommendations.

5. Implementation. The Evaluator shall be responsible for the production of a written report based on the studies listed in item II above. He shall determine the degree of reliability and the levels of significance required in conducting all studies. Because the success of the evaluation is contingent upon the cooperation of the Evaluator and the professional staff of the Institute for Pupil Study, deviations from the above format shall be made only with the consent of both parties. In the event that Institute staff are unable to provide data as outlined above, the Evaluator shall be relieved of responsibility for producing that portion of the study. The Evaluator shall have reasonable assistance from the clerical staff of the Institute centers. The Institute shall provide a Program Analyst responsible for assistance in study design, general supervision of data collection, interviewing, and on-site coordination. The Evaluator shall endeavor to accommodate himself to changing needs of the Institute for Pupil Study. He will provide a finished, publishable copy of the evaluation by July 30, 1969. The Institute for Pupil Study will provide all materials used in conducting the study, with the exception of professionally drawn graphs which may appear in the final report.

At the time of the preparation of the preliminary form of this report, April 10, 1969, all parties have met their commitments to evaluation as outlined above. The final form of the evaluation of the Program for Pupil Adjustment, July 1, 1967 – June 30, 1969, will present statistical tables showing treatment outcome for the period September 15, 1968 – June 30, 1969. These latter materials will appear as a supplement to the preliminary report. Their presentation will constitute the successful completion of the plan for evaluation prescribed for this period.

It will be possible in the final report to present data relating effort to treatment success. On September 15, 1968, the staff began recording time spent with each pupil on the reverse side of the individual McBee card, as illustrated on the following page. This data will provide the basis for a more detailed analysis of the deployment of treatment resources, and may lead to the creation of a formula for allocating treatment costs for various types of cases. The results of this analysis will appear in the final report for this period.

NAME (LAST) (FIRST) (MIDDLE)

SCHOOL YEAR ENDING SUMMER 19

PARENT'S NAME

ADDRESS

X38050X

| CONSULTATION ABOUT PUPIL | | | | CONSULTATION WITH PUPIL | | | | SPECIAL EDUCATION - PUPIL OBSERVATION | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| DATE | | TIME | | DATE | | TIME | | CODE | DATE | | TIME | |
| MO. | DAY | HRS. | MIN. | MO. | DAY | HRS. | MIN. | | MO. | DAY | HRS. | MIN. |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |

| PSYCHOLOGICAL TESTING & SCORING | | | | READING TEST & REPORTING | | | | IPS DIAGNOSTIC CONSULTATION | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| DATE | | TIME | | DATE | | TIME | | CODE | DATE | | TIME | |
| MO. | DAY | HRS. | MIN. | MO. | DAY | HRS. | MIN. | | MO. | DAY | HRS. | MIN. |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |

| TREATMENT | | | | |
|---|---|---|---|---|
| CODE | DATE | | TIME | |
| | MO. | DAY | HRS. | MIN |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

G. Evaluative Conclusions

1. The Program for Pupil Adjustment, as conducted by the Institute for Pupil Study, is meeting clearly demonstrated diagnostic and treatment needs of pupils with marked learning and behavioral impairments.

2. The staff of the Institute for Pupil Study is of high professional quality, dedicated to its task and responsive to changing needs of schools for service.

3. The Program for Pupil Adjustment is a tightly coordinated set of diagnostic, treatment and evaluative processes. Its power and effectiveness are derived from its design. Its diagnostic procedure takes into account all major possibilities for the causes of a pupil's behavior and learning problems at school. Its treatment program makes maximum use of a spectrum of professional skills organized to treat these problems.

4. The professional resources of the Institute are deployed in a manner consistent with the treatment needs presented by diagnostic studies. The Institute directors have structured their programs to make maximum use of the professional skills available.

5. The Institute has worked out a comprehensive pattern of referral channels, and effectively mobilized appropriate community resources.

6. The program has coordinated the services of medical specialists, education specialists and a variety of public and private agencies into a network which provides the specific combination of services required in each case. This network is a valuable asset to the people of Kansas City. Without it each case would have to be treated as an individual event, and the process of finding the proper resources in their proper order would have to be started afresh for each pupil.

7. The program has attempted to achieve all of the immediate objectives outlined at its inception. It has neglected none of them, though its most marked success has been with the treatment of pupils in the formal setting of Institute Centers, and in providing screening services for the schools. Where one Center deviated for a time from this pattern of organizaation, its program failed in the achievement of its objectives and suffered criticism from school authorities. This situation was recognized early and corrected.

8. The success rate for the treatment of learning and behavior problems is remarkably high. This indicates that diagnostic processes are revealing accurate findings and that treatment prescriptions carried out in Institute Centers are working effectively.

9. The success rate for family problems and school problems is not so high. While the Institute diagnostic processes may reveal these problems, its treatment program cannot deal directly with their causes. Through consultation, the Institute may make its findings and recommendations known to school and family figures, but it has no direct means of effecting change in pupil's school and home environment. The success rate for the treatment of these problems is sufficiently high, however, to warrant the effort expended in this type of consultation. The program would be gravely remiss in its duty if it did not offer it.

10. The intermediate objective of securing school acceptance of financial responsibility for the program seems remote in the light of recent wide-spread failure of school levies in Kansas City. The public failure to provide support is a part of the wider problem at which the Program for Pupil Adjustment is addressed. The responsibility of the Institute for maintaining its program should end with the demonstration of its effectiveness and with the continued willingness of Institute staff to make the program valuable to the schools. The program is essential and should be continued.

11. If further resources of the program are diminished, sacrifices should be made in program size rather than program quality. The program should remain loyal to its objective of scientifically demonstrating its effectiveness.

## THE EVALUATOR

Clifton M. Wignall, born in Illinois in 1923, graduated from the Far Eastern Area and Language School, Stanford University in 1944. He studied Welsh folklore and institutions at the University of Cardiff, Wales in 1945.

He received Bachelor of Arts degrees cum laude in Philosophy, and in Sociology and Social Institutions from the University of California, Berkeley, in 1949, and the Master of Arts degree in Sociology and Social Institutions in 1952 from that university.

In 1951 he received the Diploma in General Anthropology and Social Anthropology from Oxford University. This diploma is equivalent to the Ph.D. degree in the United States. Upon receiving it, he was elected Fellow of the Royal Anthropological Institute of Great Britain and Ireland.

In 1952 he expanded his practical experience in social science techniques by working as an automated data system designer for the University of California, and doing social case work in rural counties in California. In 1954 he served as Instructor in Philosophy at Santa Rosa Junior College in California.

He was research sociologist for the Psychiatric and Tuberculosis Treatment Center, U.S. Air Force Hospital, Parks AFB, California, 1955-58. He then served as Instructor in Sociology and Anthropology at the University of Puget Sound, Tacoma, Washington until 1961. He was also consultant in Sociology at the Mental Health Research Institute, Washington State Division of Mental Health, 1959-1961.

In 1962 he moved to his present position as Director of Research and Program Analysis, Colorado State Hospital, Pueblo. He has served as consultant in evaluation to numerous institutional programs, and has planned and moderated a number of interstate institutes on problems of evaluation. He is editor of the Colorado State Hospital Series on Research and Evaluation. His professional articles in this area have appeared in the Archives of General Psychiatry, the Community Mental Health Journal, and elsewhere.

# PART V. Estimated Expenditure Report (Behavioral Enhancement and Pupil Adjustment)

[illegible] Preparation Instructions.

PLEASE DO NOT WRITE IN THIS SPACE

# BUDGET SUMMARY AND FINANCIAL DATA

School District Kansas City, Missouri Project # 67-3542

Short Title Behavioral Enhancement and Institute for Pupil Study Code # ____

____ (Signature of Authorized Representative) (Date)

Budget Period: Beginning 10-1-68 Ending 6-30-69

PURPOSE (Check the blank indicating the purpose of this document)
- ____ Proposed Budget Summary: attach supplementary schedule
- ____ Proposed Amended Budget: attach Amendment Explanation, ESEA 311
- ____ Quarterly Requirements for Cash: Request by classification and category
- X Estimated Expenditure Report
- ____ Final Expenditure Report

PART I -- EXPENDITURES (other than construction)

| | FUND | | TEACHERS FUND | INCIDENTAL FUND | | | | | | BUILDING FUND | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | Category<br>Classification | Code | SALARIES | SALARIES | CONTRACTED SERVICES | MATERIALS AND SUPPLIES | TRAVEL | OTHER EXPENSES | INCIDENTAL TOTAL | EQUIPMENT | TOTAL EXPENDITURES |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 1 | Administration | 100 | $ 12,020 | $ 60,773 | $ 3353 | $ 2198 | $ 1288 | $ 1251 | $ 68,863 | ▨ | $ 80,883 |
| 2 | Instruction | 200 | 130,323 | 11,847 | 1000 | 3961 | 5816 | 1557 | 24,181 | ▨ | 154,504 |
| 3 | Attendance Services | 300 | ▨ | | | | | | | ▨ | |
| 4 | Health Services | 400 | ▨ | 83,994 | 4814 | 1498 | 3663 | 5016 | 98,985 | ▨ | 98,985 |
| 5 | Pupil Transportation Services | 500 | ▨ | | | | | | | ▨ | |
| 6 | Operation of Plant | 600 | ▨ | | | | ▨ | 194 | 194 | ▨ | 194 |
| 7 | Maintenance of Plant | 700 | ▨ | | | | ▨ | 50 | 50 | ▨ | 50 |
| 8 | Fixed Charges | 800 | ▨ | ▨ | 38,365 | ▨ | ▨ | 22,313 | 60,678 | ▨ | 60,678 |
| 9 | Food Services | 900 | ▨ | | | | | | | ▨ | |
| 10 | Student-Body Activities | 1000 | ▨ | | | | | | | ▨ | |
| 11 | Community Services | 1100 | ▨ | | | | | | | ▨ | |
| 12 | Remodeling (If costs Total More than $2000 Enter in Part II) | 1220c | ▨ | | | | ▨ | | | ▨ | |
| 13 | Capital Outlay (Equipment Only) | 1230 | ▨ | ▨ | ▨ | ▨ | ▨ | ▨ | ▨ | 1500 | 1,500 |
| 14 | TOTAL | | $ 142,343 | $ 156,614 | $ 47,532 | $ 7,657 | $ 10,767 | $ 30,381 | $ 252,951 | $ 1500 | $ 396,794 |
| 15 | /////// Budget | | $ 142,164 | $ 158,753 | $ 53,836 | $ 10,861 | $ 19,838 | $ 31,485 | $ 274,773 | $ 1170 | $ 418,107 |
| 16 | Line 14 LESS Line 15 | | $ -179 | $ 2,139 | $ 6,304 | $ 3,204 | $ 9,071 | $ 1,104 | $ 21,822 | $ -330 | $ 21,313 |

PLEASE DO NOT WRITE IN THIS SPACE

## PART II – CONSTRUCTION EXPENDITURES

| | |
|---|---|
| (Check One)<br>PROPOSED BUDGET SUMMARY<br>ESTIMATED EXPENDITURE REPORT<br>FINAL EXPENDITURE REPORT | BUDGET PERIOD *(Month, Day, & Year)*<br>BEGINNING:<br>ENDING: |

| | | EXPENDITURE ACCOUNTS | ACC'T NUMBER | AMOUNT | NEGOTIATED BUDGET |
|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 |
| 1 | | SITES | | | |
| | A | PROFESSIONAL SERVICES | 12100 | $ | $ |
| | B | IMPROVEMENT TO SITES | 12100 | | |
| 2 | | BUILDINGS | | | |
| | A | PROFESSIONAL SERVICES | 12200 | | |
| | B | NEW BUILDINGS AND BUILDING ADDITIONS | 12205 | | |
| | C | REMODELING (IF $2,000 OR LESS ENTER IN PART I) | 12200 | | |
| 3 | | ADMINISTRATIVE EXPENSES *(Specify below)* | 1220 | | |
| | A | | | | |
| | B | | | | |
| 4 | | LEASING OF FACILITIES | | | |
| 5 | | TOTAL —> | | $ | $ |

## PART III – SUMMARY - AUTHORIZATIONS, EXPENDITURES, AND BALANCES OF TITLE III ESEA FUNDS

BUDGET PERIOD *(Month, Day, and Year)*

BEGINNING: 10-1-68 ENDING: 6-30-69

☐ ESTIMATED EXPENDITURE REPORT
☐ FINAL EXPENDITURE REPORT

| | | ITEMS | | PART I - EXPENDITURES OTHER THAN CONSTRUCTION | PART II CONSTRUCTION EXPENDITURES | TOTAL |
|---|---|---|---|---|---|---|
| | | 1 | | 2 | 3 | 4 |
| 1 | | AMOUNT AUTHORIZED FOR EXPENDITURE FOR BUDGET PERIOD SHOWN ABOVE —> | | 418,107 | | 418,107 |
| | A | UNEXPENDED FUNDS FROM GRANT AWARDED FOR PRIOR BUDGET PERIOD | $ | | | |
| | B | APPROVED GRANT AWARD FOR BUDGET PERIOD SHOWN ABOVE | $ | | | |
| | C | TOTAL FUNDS AUTHORIZED FOR BUDGET PERIOD ABOVE (SAME AS ITEM 1, COL. 4) | $ | | | |
| 2 | | EXPENDITURES DURING BUDGET PERIOD SHOWN ABOVE —> | | 396,794 | | 396,794 |
| 3 | | UNEXPENDED BALANCE OF FUNDS AUTHORIZED FOR EXPENDITURE DURING BUDGET PERIOD SHOWN ABOVE (ITEM 1 MINUS ITEM 2) —> | | 21,313 | | 21,313 |

## PART IV – CUMULATIVE TOTALS - GRANT AWARDS AND CASH RECEIVED SINCE INCEPTION OF PROJECT

| | ITEMS | CUMULATIVE TOTAL TO DATE |
|---|---|---|
| 1 | GRANT AWARDS | |
| 2 | CASH RECEIVED | |

| | | |
|---|---|---|
| *THIS FISCAL REPORT IS CORRECT AND THE EXPENDITURES INCLUDED HEREIN ARE DEEMED PROPERLY CHARGEABLE TO THE GRANT AWARD.* | SIGNATURE OF PROJECT FISCAL OFFICER | DATE |
| | SIGNATURE OF PROJECT DIRECTOR | DATE |

ESEA 31 See Application Manual and Guidelines for Preparation Instructions

PLEASE DO NOT WRITE IN THIS SPACE

# BUDGET SUMMARY AND FINANCIAL DATA

School District Kansas City, Missouri Project # 67-3542

Short Title Behavioral Enhancement Code #

(Signature of Authorized Representative) April 18, 1969 (Date)

Budget Period: Beginning 10-1-68 Ending 6-30-69

PURPOSE (Check the blank indicating the purpose of this document)

___ Proposed Budget Summary: attach supplementary schedule
___ Proposed Amended Budget: attach Amendment Explanation, ESEA 311
___ Quarterly Requirements for Cash: Request by classification and category
X Estimated Expenditure Report
___ Final Expenditure Report

PART I – EXPENDITURES (other than construction)

| | FUND | | TEACHERS FUND | INCIDENTAL FUND | | | | | | BUILDING FUND | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | Category Classification | Code | SALARIES | SALARIES | CONTRACTED SERVICES | MATERIALS AND SUPPLIES | TRAVEL | OTHER EXPENSES | INCIDENTAL TOTAL | EQUIPMENT | TOTAL EXPENDITURES |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 1 | Administration | 100 | $ 5,002.81 | $ 3,663.00 | $ | $ 142.97 | $ | $ 758.97 | $ 4,564.94 | ▨ | $ 9,567.75 |
| 2 | Instruction | 200 | 71,441.62 | | 1,000.00 | 985.95 | 3,808.13 | 745.00 | 6.539.08 | ▨ | 77,980.70 |
| 3 | Attendance Services | 300 | ▨ | | | | | | | ▨ | |
| 4 | Health Services | 400 | ▨ | | | | | | | ▨ | |
| 5 | Pupil Transportation Services | 500 | ▨ | | | | | | | ▨ | |
| 6 | Operation of Plant | 600 | ▨ | | | | ▨ | 194.15 | 194.15 | ▨ | 194.15 |
| 7 | Maintenance of Plant | 700 | ▨ | | | | ▨ | 50.00 | 50.00 | ▨ | 50.00 |
| 8 | Fixed Charges | 800 | ▨ | ▨ | | ▨ | ▨ | | | ▨ | |
| 9 | Food Services | 900 | ▨ | | | | | 10,032.96 | 10,032.96 | ▨ | 10,032.96 |
| 10 | Student-Body Activities | 1000 | ▨ | | | | | | | ▨ | |
| 11 | Community Services | 1100 | ▨ | | | | | | | ▨ | |
| 12 | Remodeling (If costs Total More than $2000 Enter in Part II) | 1220c | ▨ | | | | ▨ | | | ▨ | |
| 13 | Capital Outlay (Equipment Only) | 1230 | ▨ | ▨ | ▨ | ▨ | ▨ | ▨ | ▨ | | |
| 14 | TOTAL | | $ 76,444.43 | $ 3,663.00 | $ 1,000.00 | $ 1,128.92 | $ 3,808.13 | $ 11, 781.08 | $ 21,381.13 | $ | $ 97,825.56 |
| 15 | Cash on Hand | | $ | $ | $ | $ | $ | $ | $ | $ | $ |
| 16 | Line 14 LESS Line 15 | | $ | $ | $ | $ | $ | $ | $ | $ | $ |

PLEASE DO NOT WRITE IN THIS SPACE

## PART II – CONSTRUCTION EXPENDITURES

*(Check One)*
PROPOSED BUDGET SUMMARY
ESTIMATED EXPENDITURE REPORT
FINAL EXPENDITURE REPORT

BUDGET PERIOD *(Month, Day, & Year)*
BEGINNING:
ENDING:

| | | EXPENDITURE ACCOUNTS | ACC'T NUMBER | AMOUNT | NEGOTIATED BUDGET |
|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 |
| 1 | | SITES | | | |
| | A | PROFESSIONAL SERVICES | 1210a | $ | $ |
| | B | IMPROVEMENT TO SITES | 1210c | | |
| 2 | | BUILDINGS | | | |
| | A | PROFESSIONAL SERVICES | 1220a | | |
| | B | NEW BUILDINGS AND BUILDING ADDITIONS | 1220b | | |
| | C | REMODELING (IF $2,000 OR LESS ENTER IN PART I) | 1220c | | |
| 3 | | ADMINISTRATIVE EXPENSES *(Specify below)* | 1220 | | |
| | A | | | | |
| | B | | | | |
| 4 | | LEASING OF FACILITIES | | | |
| 5 | | TOTAL ⟶ | | $ | $ |

## PART III – SUMMARY - AUTHORIZATIONS, EXPENDITURES, AND BALANCES OF TITLE III ESEA FUNDS

BUDGET PERIOD *(Month, Day, and Year)*
BEGINNING: 10/1/69 ENDING: 6/30/69

☑ ESTIMATED EXPENDITURE REPORT
☐ FINAL EXPENDITURE REPORT

| | | ITEMS | | PART I - EXPENDITURES OTHER THAN CONSTRUCTION | PART II CONSTRUCTION EXPENDITURES | TOTAL |
|---|---|---|---|---|---|---|
| | | 1 | | 2 | 3 | 4 |
| 1 | | AMOUNT AUTHORIZED FOR EXPENDITURE FOR BUDGET PERIOD SHOWN ABOVE ⟶ | | 102,593.58 | | 102,593.58 |
| | A | UNEXPENDED FUNDS FROM GRANT AWARDED FOR PRIOR BUDGET PERIOD | $ | | | |
| | B | APPROVED GRANT AWARD FOR BUDGET PERIOD SHOWN ABOVE | $ | | | |
| | C | TOTAL FUNDS AUTHORIZED FOR BUDGET PERIOD ABOVE (SAME AS ITEM 1, COL. 4) | $ | | | |
| 2 | | EXPENDITURES DURING BUDGET PERIOD SHOWN ABOVE ⟶ | | 97,825.56 | | 97,825.56 |
| 3 | | UNEXPENDED BALANCE OF FUNDS AUTHORIZED FOR EXPENDITURE DURING BUDGET PERIOD SHOWN ABOVE (ITEM 1 MINUS ITEM 2) ⟶ | | 4,768.02 | | 4,768.02 |

## PART IV – CUMULATIVE TOTALS - GRANT AWARDS AND CASH RECEIVED SINCE INCEPTION OF PROJECT

| | ITEMS | CUMULATIVE TOTAL TO DATE |
|---|---|---|
| 1 | GRANT AWARDS | |
| 2 | CASH RECEIVED | |

*THIS FISCAL REPORT IS CORRECT AND THE EXPENDITURES INCLUDED HEREIN ARE DEEMED PROPERLY CHARGEABLE TO THE GRANT AWARD.*

| | |
|---|---|
| SIGNATURE OF PROJECT FISCAL OFFICER | DATE |
| SIGNATURE OF PROJECT DIRECTOR | DATE |

ESEA 31 See Application Manual and Guidelines for Preparation Instructions.

PLEASE DO NOT WRITE IN THIS SPACE

## BUDGET SUMMARY AND FINANCIAL DATA

School District Kansas City, Missouri Project # 67-3542

Short Title Institute for Pupil Study Code #

(Signature of Authorized Representative) (Date)

Budget Period: Beginning 10-1-68 Ending 6-30-69

PURPOSE (Check the blank indicating the purpose of this document)

- ____ Proposed Budget Summary: attach supplementary schedule
- ____ Proposed Amended Budget: attach Amendment Explanation, ESEA 311
- ____ Quarterly Requirements for Cash: Request by classification and category
- X Estimated Expenditure Report
- ____ Final Expenditure Report

PART I – EXPENDITURES (other than construction)

| | F | | TEACHERS FUND | INCIDENTAL FUND | | | | | | | BUILDING FUND | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Category | | | | | | | | | | | |
| | Classification | Code | SALARIES | SALARIES | CONTRACTED SERVICES | MATERIALS AND SUPPLIES | TRAVEL | OTHER EXPENSES | INCIDENTAL TOTAL | | EQUIPMENT | TOTAL EXPENDITURES |
| | 1 | | 3 | 4 | 5 | 6 | 7 | 8 | 9 | | 10 | 11 |
| 1 | Administration | 100 | $ 7,017 | $ 57,110 | $ 3,353 | 2,055 | $ 1,288 | $ 492 | $ 64,298 | | | $ 71,315 |
| 2 | Instruction | 200 | 58,881 | 11,847 | | 2,975 | 2,008 | 812 | 17,642 | | | 76,523 |
| 3 | Attendance Services | 300 | | | | | | | | | | |
| 4 | Health Services | 400 | | | | | | | | | | |
| 5 | Pupil Transportation Services | 500 | | 83,994 | 4,814 | 1,498 | 3,663 | 5,016 | 99,030 | | | 99,030 |
| 6 | Operation of Plant | 600 | | | | | | | | | | |
| 7 | Maintenance of Plant | 700 | | | | | | | | | | |
| 8 | Fixed Charges | 800 | | | | | | | | | | |
| 9 | Food Services | 900 | | | 38,365 | | | 12,280 | 50,645 | | | 50,645 |
| 10 | Student-Body Activities | 1000 | | | | | | | | | | |
| 11 | Community Services | 1100 | | | | | | | | | | |
| 12 | Remodeling (If costs Total More than $2000 Enter in Part II) | 1200 | | | | | | | | | | |
| 13 | Capital Outlay (Equipment Only) | 1300 | | | | | | | | | 1,500 | 1,500 |
| 14 | TOTAL | | $ 65,898 | $ 152,951 | $ 46,532 | $ 6,528 | $ 6,959 | $ 18,600 | $ 231,570 | | $ 1,500 | $ 298,968 |
| 15 | Cash on Hand | | $ 80,446 | $ 140,364 | $ 50,836 | $ 9,750 | $ 13,448 | $ 19,500 | $ 233,898 | | $ 1,170 | $ 315,514 |
| 16 | Line 14 LESS Line 15 | | $ 14,548 | $ -12,587 | $ 4,304 | $ 3,222 | $ 6,489 | $ 855 | $ 2,328 | | $ -330 | $ 16,546 |

PLEASE DO NOT WRITE IN THIS SPACE

PART II – CONSTRUCTION EXPENDITURES

| | |
|---|---|
| (Check One)<br>REVISED BUDGET SUMMARY<br>ESTIMATED EXPENDITURE REPORT<br>FINAL EXPENDITURE REPORT | BUDGET PERIOD (Month, Day, & Year)<br>BEGINNING:<br>ENDING: |

| | EXPENDITURE ACCOUNTS | ACCT. NUMBER | AMOUNT | NEGOTIATED BUDGET |
|---|---|---|---|---|
| | 1 | 2 | 3 | 4 |
| 1 | SITES | | | |
| A | PROFESSIONAL SERVICES | 12106 | $ | $ |
| B | IMPROVEMENT TO SITES | 12130 | | |
| 2 | BUILDINGS | | | |
| A | PROFESSIONAL SERVICES | 12202 | | |
| B | NEW BUILDINGS AND BUILDING ADDITIONS | 12203 | | |
| C | REMODELING (IF $2,000 OR LESS ENTER IN PART I) | 12204 | | |
| 3 | ADMINISTRATIVE EXPENSES (Specify below) | 1220 | | |
| A | | | | |
| B | | | | |
| 4 | LEASING OF FACILITIES | | | |
| 5 | TOTAL → | | $ | $ |

PART III – SUMMARY - AUTHORIZATIONS, EXPENDITURES, AND BALANCES OF TITLE III ESEA FUNDS

| | |
|---|---|
| BUDGET PERIOD (Month, Day, and Year)<br>BEGINNING: 10-1-68 ENDING: 6-30-69 | ☒ ESTIMATED EXPENDITURE REPORT<br>☐ FINAL EXPENDITURE REPORT |

| | | ITEMS | | PART I - EXPENDITURES OTHER THAN CONSTRUCTION | PART II CONSTRUCTION EXPENDITURES | TOTAL |
|---|---|---|---|---|---|---|
| | | 1 | | 2 | 3 | 4 |
| 1 | | AMOUNT AUTHORIZED FOR EXPENDITURE FOR BUDGET PERIOD SHOWN ABOVE → | | 315,514 | -- | 315,514 |
| | A | UNEXPENDED FUNDS FROM GRANT AWARDED FOR PRIOR BUDGET PERIOD | $ | | | |
| | B | APPROVED GRANT AWARD FOR BUDGET PERIOD SHOWN ABOVE | $ | | | |
| | C | TOTAL FUNDS AUTHORIZED FOR BUDGET PERIOD ABOVE (SAME AS ITEM 1, COL. 4) | $ | | | |
| 2 | | EXPENDITURES DURING BUDGET PERIOD SHOWN ABOVE → | | 298,968 | -- | 298,968 |
| 3 | | UNEXPENDED BALANCE OF FUNDS AUTHORIZED FOR EXPENDITURE DURING BUDGET PERIOD SHOWN ABOVE (ITEM 1 MINUS ITEM 2) → | | 16,546 | -- | 16,546 |

PART IV – CUMULATIVE TOTALS - GRANT AWARDS AND CASH RECEIVED SINCE INCEPTION OF PROJECT

| ITEMS | CUMULATIVE TOTAL TO DATE |
|---|---|
| 1. GRANT AWARDS | |
| 2. CASH RECEIVED | |

| | | |
|---|---|---|
| THIS FISCAL REPORT IS CORRECT AND THE EXPENDITURES INCLUDED HEREIN ARE DEEMED PROPERLY CHARGEABLE TO THE GRANT AWARD. | SIGNATURE OF PROJECT FISCAL OFFICER | DATE |
| | SIGNATURE OF PROJECT DIRECTOR | DATE |

# PART VI. Proposed Budget Summary (Behavioral Enhancement and Pupil Adjustment)

**ESEA 31** See Application Manual and Guidelines for Preparation Instructions.

**PLEASE DO NOT WRITE IN THIS SPACE**

## BUDGET SUMMARY AND FINANCIAL DATA

School District Kansas City, Missouri Project # 67-3542

Short Title Behavioral Enhancement and Institute for Pupil Study Code #

(Signature of Authorized Representative) April 14, 1969 (Date)

Budget Period: Beginning July 1, 1969 Ending June 30, 1970

**PURPOSE** (Check the blank indicating the purpose of this document)
- X Proposed Budget Summary: attach supplementary schedule
- ___ Proposed Amended Budget: attach Amendment Explanation, ESEA 311
- ___ Quarterly Requirements for Cash: Request by classification and category
- ___ Estimated Expenditure Report
- ___ Final Expenditure Report

Bad copy

**PART I – EXPENDITURES (other than construction)**

| | FUND | | TEACHERS FUND | INCIDENTAL FUND | | | | | | BUILDING FUND | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | Category<br>Classification | Code | SALARIES | SALARIES | CONTRACTED SERVICES | MATERIALS AND SUPPLIES | TRAVEL | OTHER EXPENSES | INCIDENTAL TOTAL | EQUIPMENT | TOTAL EXPENDITURES |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 1 | Administration | 100 | $ 7,001.60 | $ 82,918.00 | $ | $ 4,000.16 | $ 1,050.00 | $ 2,118.00 | $ 90,086.16 | $ ▨ | $ 97,087.76 |
| 2 | Instruction | 200 | 152,888.40 | 9,696.00 | 1,800.00 | 4,000.00 | 6,965.00 | 800.00 | 23,261.00 | ▨ | 176,149.40 |
| 3 | Attendance Services | 300 | ▨ | | | | | | | ▨ | |
| 4 | Health Services | 400 | ▨ | 84,334.00 | | 1,000.00 | 6,750.00 | 1,000.00 | 93,084.00 | ▨ | 93,084.00 |
| 5 | Pupil Transportation Services | 500 | ▨ | | | | | | | ▨ | |
| 6 | Operation of Plant | 600 | ▨ | | | | ▨ | 3,300.00 | 3,300.00 | ▨ | 3,300.00 |
| 7 | Maintenance of Plant | 700 | ▨ | | | | ▨ | 650.00 | 650.00 | ▨ | 650.00 |
| 8 | Fixed Charges | 800 | ▨ | ▨ | 25,900.00 | ▨ | ▨ | 23,118.14 | 49,018.14 | ▨ | 49,018.14 |
| 9 | Food Services | 900 | ▨ | | | | | | | ▨ | |
| 10 | Student-Body Activities | 1000 | ▨ | | | | | | | ▨ | |
| 11 | Community Services | 1100 | ▨ | | | | | | | ▨ | |
| 12 | Remodeling (If costs Total More than $2000 Enter in Part II) | 1220c | ▨ | | | | ▨ | | | ▨ | |
| 13 | Capital Outlay (Equipment Only) | 1230 | ▨ | ▨ | ▨ | ▨ | ▨ | ▨ | ▨ | 250.00 | 250.00 |
| 14 | TOTAL | | $ 159,890.00 | $ 176,948.00 | $ 27,700.00 | $ 9,000.16 | $ 14,765.00 | $ 30,986.14 | $ 259,399.30 | $ 250.00 | $ 419,539.30 |
| 15 | Cash on Hand | | $ | $ | $ | $ | $ | $ | $ | $ | $ |
| 16 | Line 14 LESS Line 15 | | $ | $ | $ | $ | $ | $ | $ | $ | $ |

☐ SEA ☐ e Ap on M and G es fo reparation instructions. ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ PLEASE DO NOT WRITE IN THIS SPACE ☐

## BUDGET SUMMARY AND FINANCIAL DATA

School District Kansas City, Missouri Project # 67-3542

Short Title Behavioral Enhancement Code #

(Signature of Authorized Representative) April 14, 1969 (Date)

Budget Period: Beginning July 1, 1969 Ending June 30, 1970

PURPOSE (Check the blank indicating the purpose of this document)
- X Proposed Budget Summary: attach supplementary schedule
- ___ Proposed Amended Budget: attach Amendment Explanation, ESEA 311
- ___ Quarterly Requirements for Cash: Request by classification and category
- ___ Estimated Expenditure Report
- ___ Final Expenditure Report

**PART I – EXPENDITURES (other than construction)**

| | FUND | | TEACHERS FUND | INCIDENTAL FUND | | | | | | BUILDING FUND | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | Category Classification | Code | SALARIES | SALARIES | CONTRACTED SERVICES | MATERIALS AND SUPPLIES | TRAVEL | OTHER EXPENSES | INCIDENTAL TOTAL | EQUIPMENT | TOTAL EXPENDITURES |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 1 | Administration | 100 | $ 7,001.60 | $ 5,628.00 | $ | $ 861.86 | $ | $ 1,618.00 | $ 8,107.86 | ▨ | $ 15,109.46 |
| 2 | Instruction | 200 | 79,676.40 | | 1,800.00 | 900.00 | 4,515.00 | 800.00 | 8,015.00 | ▨ | 87,691.40 |
| 3 | Attendance Services | 300 | ▨ | | | | | | | ▨ | |
| 4 | Health Services | 400 | ▨ | | | | | | | ▨ | |
| 5 | Pupil Transportation Services | 500 | ▨ | | | | | | | ▨ | |
| 6 | Operation of Plant | 600 | ▨ | | | | ▨ | 300.00 | 300.00 | ▨ | 300.00 |
| 7 | Maintenance of Plant | 700 | ▨ | | | | ▨ | 50.00 | 50.00 | ▨ | 50.00 |
| 8 | Fixed Charges | 800 | ▨ | ▨ | 1,400.00 | ▨ | ▨ | 11,518.14 | 12,918.14 | ▨ | 12,918.14 |
| 9 | Food Services | 900 | ▨ | | | | | | | ▨ | |
| 10 | Student-Body Activities | 1000 | ▨ | | | | | | | ▨ | |
| 11 | Community Services | 1100 | ▨ | | | | | | | ▨ | |
| 12 | Remodeling (If costs Total More than $2000 Enter in Part II) | 1220c | ▨ | | | | ▨ | | | ▨ | |
| 13 | Capital Outlay (Equipment Only) | 1230 | ▨ | ▨ | ▨ | ▨ | ▨ | ▨ | ▨ | | |
| 14 | TOTAL | | $ 86,678.00 | $ 5,628.00 | $ 3,200.00 | $ 1,761.86 | $ 4,515.00 | $ 14,286.14 | $ 29,391.00 | $ | $ 116,069.00 |
| 15 | Cash on Hand | | $ | $ | $ | $ | $ | $ | $ | $ | $ |
| 16 | Line 14 LESS Line 15 | | $ | $ | $ | $ | $ | $ | $ | $ | $ |

Expenditure Account No. 100 - Administration - Teachers Fund and/or Incidental Fund

| Fund Classification | Name and Title, Purpose or Item | Full Time | Part Time | Quantity | Salary Rental or Unit Cost | Budgeted Amount |
|---|---|---|---|---|---|---|
| Teachers Fund<br>Salaries(Salary of Project Director based on salary schedule of the Institute for Community Studies from whom Project Director's services are contracted; all other salaries based on Proposed 1969-70 salary schedules of the School District of Kansas City, Missouri) | | | | | | |
| | Holmes, Paul R., Ph.D., Project Director, 40% time Administration | 12 mo. | | 1 | $17,504.00 | $ 7,001.60 |
| Incidental Fund<br>Salaries | | | | | | |
| | Winslow, Sharon, Secretary, 100% time Administration | 12 mo. | | 1 | 5,628.00 | 5,628.00 |
| Materials and Supplies | | | | | | |
| | Offset Masters, medium | | | 5 pkg. | @ 2.45 | $ 12.25 |
| | Mimeograph Stencils | | | 2 quire | @ 4.15 | 8.30 |
| | Spirit Duplicator Paper | | | 10 reams | @ .73 | 7.30 |
| | Mimeograph Paper | | | 30 reams | @ 1.50 | 45.00 |
| | Master Set | | | 2 boxes | @ 1.90 | 3.80 |
| | Mimeograph Correction Fluid | | | 2 bottles | @ .23 | .46 |
| | Xerox Copy Paper | | | 22 reams | @25.00 | 550.00 |
| | Ball Point Pen (Lindy Utratapen) | | | 5 dozen | @ 6.14 | 30.70 |

Expenditure Account No. 100 - Administration - Teachers Fund and/or Incidental Fund

| Fund Classification | Name and Title, Purpose or Item | Full Time | Part Time | Quantity | Salary Rental or Unit Cost | Budgeted Amount |
|---|---|---|---|---|---|---|
| Incidental Funds<br>Materials and Supplies (Continued) | | | | | | |
| | Hanging File Folders | | | 3 boxes | @ 4.38 | $ 13.14 |
| | Index Guides, pressboard | | | 1 set | @ 4.45 | 4.45 |
| | Envelopes, 7½" x 10½" | | | 1 box | @ .52 | .52 |
| | Sno-Pake, Correction Fluid | | | 3 bottles | @ 1.50 | 4.50 |
| | Ray-sure, Correction Tape | | | 2 rolls | @ 1.80 | 3.60 |
| | Stationery, Second Sheets | | | 4 pkg. | @ 1.10 | 4.40 |
| | Paper Clamps | | | 2 boxes | @ .55 | 1.10 |
| | Legal Pads, 8½" x 11" | | | 3 dozen | @ 2.60 | 7.80 |
| | Requisition for Supplies | | | 3 pads | @ .54 | 1.62 |
| | Typewriter Ribbon, Carbon | | | 12 each | @ 1.00 | 12.00 |
| | Filler for Appointment Book | | | 9 books | @ 1.50 | 13.50 |
| | Envelopes, 9½" x 12½" | | | 1 box | @ 5.44 | 5.44 |
| | Pencils, #2 5/10 | | | 2 dozen | @ 1.10 | 2.20 |
| | Dymo Embossing Tape for Label Maker | | | 2 tapes | @ 1.00 | 2.00 |
| | Chalk | | | 1 box | @ .55 | .55 |
| | Transparencies | | | 2 pkg. | @ 4.26 | 8.52 |
| | Envelopes, #10 Plain Kraft | | | 2 boxes | @ .88 | 1.76 |

Expenditure Account No. 100 - Administration - Teachers Fund and/or Incidental Fund (Continued)

3

| Fund Classification | Name and Title, Purpose or Item | Full Time | Part Time | Quantity | Salary Rental or Unit Cost | Budgeted Amount |
|---|---|---|---|---|---|---|
| Incidental Funds<br>Materials and Supplies (Continued) | | | | | | |
| | Envelopes, #10 | | | 1 box | @ 4.52 | $ 4.52 |
| | Paper Clips | | | 1 box | @ .42 | .42 |
| | Envelopes, 10" x 13" | | | 1 box | @ 3.25 | 3.25 |
| | File Folders | | | 5 boxes | @ 1.55 | 7.75 |
| | Pencils, lead | | | 10 pkg. | @ .18 | 1.80 |
| | Rubber Bands | | | 2 boxes | @ .25 | .50 |
| | Staples | | | 3 boxes | @ .28 | .84 |
| | Magic Transparent Tape | | | 1 dozen | @ 3.90 | 3.90 |
| | Telephone and Telegraph Report | | | 2 pads | @ .07 | .14 |
| | Mileage Book | | | 1 pkg. | @ 1.80 | 1.80 |
| | Transportation Report | | | 3 pads | @ .23 | .69 |
| | Gummed Mailing Labels | | | 2 pads | @ 1.79 | 3.58 |
| | Individual Service Certification Form | | | 1 pkg. | @ .22 | .22 |
| | Inter-Office Memo | | | 4 pads | @ .16 | .64 |
| | Markers, Pentel | | | 2 dozen | @ 5.29 | 10.58 |
| | Desk Calendar Fillers | | | 2 fillers | @ 1.00 | 2.00 |
| | Hanging File Frames | | | 2 frames | @ 1.95 | 3.90 |

Expenditure Account No. 100 - Administration - Teachers Fund and/or Incidental Fund (Continued)

| Fund Classification | Name and Title, Purpose or Item | Full Time | Part Time | Quantity | Salary Rental or Unit Cost | Budgeted Amount |
|---|---|---|---|---|---|---|
| Incidental Funds<br>Materials and Supplies (Continued) | | | | | | |
| | Envelopes, 3 7/8" x 7½" | | | 1 box | @ 4.18 | $ 4.18 |
| | Tapes for Tape Recorder | | | 12 tapes | @ 2.10 | 25.20 |
| | Anticipated 5% Cost Increase for Materials and Supplies | | | | | 41.04 |
| Other Expences | | | | | | |
| | Overhead costs charged by the Institute for Community Studies for maintaining Paul Holmes, Behavioral Enhancement Project Director, on the staff of the Institute for Community Studies | | | 12 months | $134.83 per month | $ 1,618.00 |
| | | | | Total Budget Amount | | $15,109.46 |

Expenditure Account No. 200 - Instruction - Teachers Fund and/or Incidental Fund

| Fund Classification | Name and Title, Purpose or Item | Full Time | Part Time | Quantity | Salary Rental or Unit Cost | Budgeted Amount |
|---|---|---|---|---|---|---|
| Teachers Fund<br>Salaries | (Salary of Project Director based on salary schedule of the Institute for Community Studies from whom Project Director's services are contracted; all other salaries based on Proposed 1969-70 salary schedules of the School District of Kansas City, Missouri) | | | | | |
| | Holmes, Paul R., Ph.D., Project Director, 60% time Instruction | 12 mo. | | 1 | $17,504.00 | $ 10,502.40 |
| | Wilson, Yvonne S., M.A., Administrative Staff Consultant and Director of Training, 100% time Instruction | 10 mo. | | 1 | 13,788.00 (est.) | 13,788.00 (est.) |
| | Grant, Marie, B.S., Teacher Consultant, 100% time Instruction | 9¼ mo. | | 1 | 11,175.00 | 11,175.00 |
| | Love, Emma Jane, M.A., Teacher Consultant, 100% time Instruction | | 3/5 time 9¼ mo. | 1 | 5,244.00 | 5,244.00 |
| | Field, Barbara, M.A., Teacher Consultant, 100% time Instruction | | 3/5 time 9¼ mo. | 1 | 6,093.00 | 6,093.00 |
| | Johnson, Marion, B.A., Teacher Consultant, 100% time Instruction | | 3/5 time 9¼ mo. | 1 | 5,589.00 | 5,589.00 |
| | Randolph, Betty, B.A., Teacher Consultant, 100% time Instruction | 9¼ mo. | | 1 | 8,740.00 | 8,740.00 |

Expenditure Account No. 200 - Instruction - Teachers Fund and/or Incidental Fund (Continued)

| Fund Classification | Name and Title, Purpose or Item | Full Time | Part Time | Quantity | Salary Rental or Unit Cost | Budgeted Amount |
|---|---|---|---|---|---|---|
| Teachers Fund<br>Salaries (Continued) | | | | | | |
| | McClernon, Francis N., M.A., Teacher Consultant, 100% time Instruction | 9¼ mo. | | 1 | $12,815.00 | $ 12,815.00 |
| | _______________, Project Reserve Teacher, 100% time Instruction | | 3/5 time 9¼ mo. | 1 | 5,730.00 | 5,730.00 |
| Contracted Services | | | | | | |
| | Bowman, Paul H., Ph.D., General Consultant to the Project | | 1 day per month | 12 days | $100 stipend per day | $ 1,200.00 |
| | Consultants in special areas of staff training and program development | | 2 days per consultant | 3 consultants (total of 6 days) | $200 per consultant ($100 stipend per day) | 600.00 |
| Materials and Supplies | | | | | | |
| | Books, professional journals, reprints, and other materials to be used in the training and professional development of Project staff, and to be used by Project staff in consultation and training activities in the schools | | | | $900.00 | $ 900.00 |

Expenditure Account No. 200 - Instruction - Teachers Fund and/or Incidental Fund (Continued)

| Fund Classification | Name and Title, Purpose or Item | Full Time | Part Time | Quantity | Salary Rental or Unit Cost | Budgeted Amount |
|---|---|---|---|---|---|---|
| Incidental Funds<br>Travel | | | | | | |
| | Local travel between work assignments in the schools of Jackson County by 9 professional staff members | | | 18,000 miles (200 miles per person per month for 10 months) | 10¢ per mile | $ 1,800.00 |
| | Travel, registration, and per diem for 1 Project Director, 1 Administrative staff consultant, 6 Teacher Consultants, and 1 Project Reserve Teacher to attend one professional conference (American Educational Research Association; American Orthopsychiatric Association; American Personnel and Guidance Association; or similar conference where conference program bears direct relationship to Behavioral Enhancement Project) | | | 9 | $150 air coach<br>75 per diem<br>10 registration<br>$235 total per person | 2,115.00 |
| | Consultants in special areas of staff training and program development (see contracted services--Instruction) | | 2 days per consultant | 3 consultants (total of 6 days) | $150 air coach<br>50 per diem<br>$200 per consultant | 600.00 |

Expenditure Account No. 200 - Instruction - Teachers Fund and/or Incidental Fund (Continued)

| Fund Classification | Name and Title, Purpose or Item | Full Time | Part Time | Quantity | Salary Rental or Unit Cost | Budgeted Amount |
|---|---|---|---|---|---|---|
| Incidental Funds<br>Other Expenses | Use of facilities at the Institute for Community Studies by the Behavioral Enhancement Project for the purpose of training activities for Project staff. Facilities used include one large meeting or conference room for total staff sessions (full day of use), additional use of small conference rooms for occasional one-to-one conferences, and use of behavioral sciences library. Appropriate space for these training activities does not exist in the Board of Education offices. An additional reason for using the facilities at the Institute for Community Studies is that it permits the efficient use of the services of Dr. Paul Bowman, Director of the Institute for Community Studies, who is also chief consultant to the Behavioral Enhancement Project. | | | 40 days | $20 per day | $ 800.00 |
| | | | | | Total Budgeted Amount | $87,691.40 |

Expenditure Account No. 600 - Operation of Plant - Incidental Fund Only

| Fund Classification | Name and Title, Purpose or Item | Full Time | Part Time | Quantity | Salary Rental or Unit Cost | Budgeted Amount |
|---|---|---|---|---|---|---|
| Incidental Fund<br>Other Expenses | Telephone | | | 12 months | $18.25 base rate<br>6.75 toll calls<br>$25.00 total per month | $ 300.00 |
| | | | | | Total Budgeted Amount | $ 300.00 |

Expenditure Account No. 700 - Maintenance of Plant - Incidental Fund Only

| Fund Classification | Name and Title, Purpose or Item | Full Time | Part Time | Quantity | Salary Rental or Unit Cost | Budgeted Amount |
|---|---|---|---|---|---|---|
| Incidental Fund<br>Other Expenses | Service and repair of office equipment | | | | $50.00 | $ 50.00 |
| | | | | | Total Budgeted Amount | $ 50.00 |

Expenditure Account No. 800 - Fixed Charges - Incidental Fund Only

| Fund Classification | Name and Title, Purpose or Item | Full Time | Part Time | Quantity | Salary Rental or Unit Cost | Budgeted Amount |
|---|---|---|---|---|---|---|
| Incidental Fund<br>Other Expenses | | | | | | |
| | Fringe Benefits | | | | | |
| | Project Director (Institute for Community Studies) | | | | | |
| | 1-Social Security 4.8% of first $7,800 | | | | | $ 374.40 |
| | 2-Retirement 9.03% | | | | | 1,569.08 |
| | Other Project Staff (School District of Kansas City, Missouri | | | | | |
| | 1-Social Security 4.8% | | | | | 3,590.50 |
| | 2-Retirement 8% | | | | | 5,984.16 |
| Contracted Services | | | | | | |
| | Rental of Office Space to house the Project | | | 350 sq. ft. | $4.00 per sq. ft. | 1,400.00 |
| | | | | | Total Budgeted Amount | $ 12,918.14 |

## BUDGET SUMMARY AND FINANCIAL DATA

School District Kansas City, Missouri Project # 67-3542

Short Title Institute for Pupil Study Code #

(Signature of Authorized Representative) April 14, 1969 (Date)

Budget Period: Beginning July 1, 1969 Ending June 30, 1970

PURPOSE (Check the blank indicating the purpose of this document)
X Proposed Budget Summary: attach supplementary schedule
___ Proposed Amended Budget: attach Amendment Explanation, ESEA 311
___ Quarterly Requirements for Cash: Request by classification and category
___ Estimated Expenditure Report
___ Final Expenditure Report

PART I – EXPENDITURES (other than construction)

| FUND | | | TEACHERS FUND | INCIDENTAL FUND | | | | | | BUILDING FUND | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | Category Classification | Code | SALARIES | SALARIES | CONTRACTED SERVICES | MATERIALS AND SUPPLIES | TRAVEL | OTHER EXPENSES | INCIDENTAL TOTAL | EQUIPMENT | TOTAL EXPENDITURES |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 1 | Administration | 100 | $ | $ 77,290.00 | $ | $ 3,138.30 | $ 1,050.00 | $ 500.00 | $ 81,978.30 | $ ▨ | $ 81,978.30 |
| 2 | Instruction | 200 | 73,212.00 | 9,696.00 | | 3,100.00 | 2,450.00 | | 15,246.00 | ▨ | 88,458.00 |
| 3 | Attendance Services | 300 | ▨ | | | | | | | ▨ | |
| 4 | Health Services | 400 | ▨ | 84,334.00 | | 1,000.00 | 6,750.00 | 1,000.00 | 93,084.00 | ▨ | 93,084.00 |
| 5 | Pupil Transportation Services | 500 | ▨ | | | | | | | ▨ | |
| 6 | Operation of Plant | 600 | ▨ | | | | ▨ | 3,000.00 | 3,000.00 | ▨ | 3,000.00 |
| 7 | Maintenance of Plant | 700 | ▨ | | | | ▨ | 600.00 | 600.00 | ▨ | 600.00 |
| 8 | Fixed Charges | 800 | ▨ | ▨ | 24,500.00 | ▨ | ▨ | 11,600.00 | 36,100.00 | ▨ | 36,100.00 |
| 9 | Food Services | 900 | ▨ | | | | | | | ▨ | |
| 10 | Student-Body Activities | 1000 | ▨ | | | | | | | ▨ | |
| 11 | Community Services | 1100 | ▨ | | | | | | | ▨ | |
| 12 | Remodeling (If costs Total More than $2000 Enter in Part II) | 1220c | ▨ | | | | ▨ | | | ▨ | |
| 13 | Capital Outlay (Equipment Only) | 1230 | ▨ | ▨ | ▨ | ▨ | ▨ | ▨ | ▨ | 250.00 | 250.00 |
| 14 | TOTAL | | $ 73,212.00 | $ 171,320.00 | $ 24,500.00 | $ 7,238.30 | $ 10,250.00 | $ 16,700.00 | $ 230,008.30 | $ 250.00 | $ 303,470.30 |
| 15 | Cash on Hand | | $ | $ | $ | $ | $ | $ | $ | $ | $ |
| 16 | Line 14 LESS Line 15 | | $ | $ | $ | $ | $ | $ | $ | $ | $ |

Expenditure Account Number 100 - Administration

| Expense Class Name, Title, Purpose of Item | Full time | Part time | Quantity | Salary, Rental, or Unit | Budgeted Amount |
|---|---|---|---|---|---|
| SALARIES | | | | | |
| 110-Teague, Fay M., Ph.D., Project Director, 50% - Administration | | X | 1 | 19,391.00 | 9,695.00 |
| Doyle, Helen, M.S.W., Associate Director, 100% - Adminstration | X | | 1 | 18,718.00 | 18,718.00 |
| Browne, Charles, M.A., Associate Director, 100% - Administration | X | | 1 | 13,650.00 | 13,650.00 |
| | | | | | 42,063.00 |
| 115-Borchers, Pat, Administrative Secretary | X | | 1 | 5,557.00 | 5,557.00 |
| Eaker, Vivian, Accounting Clerk | X | | 1 | 4,864.00 | 4,864.00 |
| Murphy, Pat, Staff Secretary | X | | 1 | 5,292.00 | 5,292.00 |
| Short, Dorothy, Staff Secretary | X | | 1 | 5,557.00 | 5,557.00 |
| Dickerson, Lydia, Administrative Sec'y | X | | 1 | 5,557.00 | 5,557.00 |
| Fryer, Marilyn, Research Assistant | X | | 1 | 8,400.00 | 8,400.00 |
| | | | | SUB TOTAL | 35,227.00 |
| MATERIAL AND SUPPLIES | | | | | |
| 130 - Office Supplies | | | | | |
| Acco Fasteners | | | 10 ea | 1.10 ea | 11.00 |
| Ball point pens | | | 20 doz | 3.00 doz | 60.00 |
| Carter Dater | | | 2 ea | .90 ea | 1.80 |
| Calendars | | | 20 ea | 2.90 ea | 58.00 |
| Book ends | | | 2 sts | 4.50 ea | 9.00 |
| Bond paper, 8½ x 11 | | | 200 rms | 2.35 ea | 470.00 |
| Bond paper, legal size | | | 50 rms | 2.55 ea | 127.50 |
| Carbon paper | | | 10 bx | 5.00 ea | 50.00 |
| Copysette, 8½ x 11 | | | 10 bx | 4.00 ea | 40.00 |

Expenditure Account Number 100 - Administration

| Expense Class Name, Title, Purpose of Item | Full time | Part time | Quantity | Salary, Rental, or Unit | Budgeted Amount |
|---|---|---|---|---|---|
| 130 - Office supplies continued | | | | | |
| Carbon Ribbons | | | 5 doz | 8.90 ea | 44.50 |
| Duplicating Paper | | | 50 rm | 1.70 ea | 85.00 |
| Envelopes, 8 3/4 x 11 1/4 | | | 750 ea | 3.00 (100) | 22.50 |
| Cards, 3 x 5 | | | 100 pkg | .25 ea | 25.00 |
| Cards, 5 x 7 | | | 100 pkg | .60 ea | 60.00 |
| File Folders -1/3 cut | | | 20 bx | 3.50 ea | 70.00 |
| Glue | | | 10 btls | 1.00 ea | 10.00 |
| Index Guides | | | 20 sets | 3.10 ea | 62.00 |
| Ko-Rec Type | | | 20 pkg | 1.00 ea | 20.00 |
| Lead pencils | | | 50 doz | 1.10 ea | 55.00 |
| Lined Tablets | | | 15 doz | 3.00 ea | 45.00 |
| Markers | | | 10 doz | 4.80 ea | 48.00 |
| Moistener | | | 2 ea | 1.25 ea | 2.50 |
| Metal file boxes, 3 x 5 | | | 5 ea | 1.45 ea | 7.25 |
| Metal file boxes, 5 x 8 | | | 5 ea | 2.45 ea | 12.25 |
| Postage (stamps) | | | 8,000 | .06 ea | 480.00 |
| Paper Clips | | | 50 bx | .80 ea | 40.00 |
| Paper Clamps | | | 24 doz | 10.30 gross | 20.60 |
| Pen Refills | | | 10 doz | 1.50 ea | 15.00 |
| Onion Skin Paper | | | 50 bx | 2.25 ea | 67.50 |
| Press Boards | | | 2 ctn | 17.00 ea | 34.00 |
| Patient Rem Tag File Folders | | | 1,000 ea | .80 ea | 800.00 |
| Rulers, 12" | | | 30 ea | .25 ea | 7.50 |
| Ring Binder, 1 1/2 cap. | | | 10 ea | 2.90 ea | 29.00 |
| Rubber Cement | | | 10 btls | 1.10 ea | 11.00 |
| Rubber Bands | | | 15 bx | 2.40 ea | 36.00 |
| Scratch Pads | | | 20 doz | 1.00 ea | 20.00 |
| Stamp pad | | | 10 ea | 1.50 ea | 15.00 |
| Stapler | | | 10 ea | 2.25 ea | 22.50 |

Expenditure Account Number 100 - Administration

| Expense Class Name, Title, Purpose of Item | Full time | Part time | Quan- tity | Salary, Rent- al, or Unit | Budgeted Amount |
|---|---|---|---|---|---|
| 130 - Office Supplies, cont'd | | | | | |
| Staples | | | 50 bx | 1.00 ea | 50.00 |
| Scissors | | | 5 pr | 1.00 ea | 5.00 |
| Typing erasers | | | 15 doz | 2.40 ea | 36.00 |
| Tacks | | | 20 bx | .32 ea | 6.40 |
| Transparent Tape | | | 20 rls | 1.25 ea | 25.00 |
| Tape dispensers | | | 10 ea | 1.70 ea | 17.00 |
| Washable Ink Bottles | | | 20 ea | .25 ea | 5.00 |
| | | | | SUB TOTAL | 3,138.30 |
| 150 - TRAVEL | | | | | |
| Local<br>Travel expenses for employees in administration to school, central office, school district office, etc. (Local travel will be reimbursed at the rate of 10¢ per mile plus the cost of meals when clearly required for Institute purposes. This is the policy of the Foundation). | | | 3,000 miles | @ .10 per mile | 300.00 |
| Special Trips<br>Cost is based upon one (1) Director and two (2) Associate Directors making one(1) annual trip.<br>(one trip per year is permitted which includes actual cost of meals and lodging. Air travel is reimbursed | | | 3 | 250.00 per trip | 750.00 |

Expenditure Account Number 100 - Administration

| Expense Class Name, Title, Purpose of Item | Full time | Part time | Quantity | Salary, Rental, or Unit | Budgeted Amount |
|---|---|---|---|---|---|
| 150 - Travel (Cont'd)<br>at the jet coach rate. A maximum of $250.00 per trip is allowed. This is Foundation policy) | | | | SUB TOTAL | 1,050.00 |
| OTHER EXPENSES - 160<br>Expenses of Advisory Board that are unapplicable to specific expense accounts. | | | | | |
| Members of the Advisory Board will be asked to participate in a twice yearly breakfast or luncheon meeting where reports from staff members of the area centers of the Institute for Pupil Stidu and the Administrative Center will be presented. There will be time scheduled for reports of the Evaluative Staff to disseminate their findings. | | | | | |
| It is hoped that through the avenues of the Advisory Board the leaders of the educational organizations and agencies represented will be stimulated to become involved in assuming some of the services IPS has given when it is phased out. Also, it is hoped that they can be motivated to become involved in a movement for taxation which will more adequately finance the school districts so that these services can be secured. It is expected that these bi-yearly meetings plus the expenses of the person assigned for dissemination in the Institute in making previous contacts with these organizations will amount to $500.00. | | | | | 500.00 |
| | | | | SUB TOTAL | 500.00 |
| | | | TOTAL | ADMINISTRATION | $81,978.30 |

Expenditure Account Number 200 - Instruction

| Expense Class Name, Title, Purpose of Item | Full time | Part time | Quantity | Salary, Rental, or Unit | Budgeted Amount |
|---|---|---|---|---|---|
| SALARIES - 210 | | | | | |
| Teague, Fay M., Ph.D. Project Director, 50% time - Instruction | | X | 1 | 19,391.00 | 9,696.00 |
| Alexander, Ronald, Reading Diagnostic and Remedial Specialist | X | | 1 | 9,922.00 | 9,922.00 |
| Brooks, Ronald, Educational Psychologist | X | | 1 | 12,128.00 | 12,128.00 |
| Hinson, Mary, Reading Diagnostic and Remedial Specialist | X | | 1 | 9,450.00 | 9,450.00 |
| Jacobi, Elaine, Special Education Teacher | X | | 1 | 9,786.00 | 9,786.00 |
| Livingston, Eunice, Diagnostic and Remedial Teacher | X | | 1 | 11,550.00 | 11,550.00 |
| Maddox, June, Educational Psychologist | X | | 1 | 11,576.00 | 11,576.00 |
| Faulkner, Sandra, Special Education Teacher | X | | 1 | 8,800.00 | 8,800.00 |
| | | | | SUB TOTAL | 82,908.00 |
| MATERIAL AND SUPPLIES - 230 | | | | | |
| Testing Supplies - | | | | | |
| Visual perception, aphasia, reading, psycho-linguistic, intelligence, visual retention, plus forms, booklets, manuals and workbooks. | | | 10 mos. | 50.00 ea | 500.00 |
| | | | | SUB TOTAL | 500.00 |

Expenditure Account Number 200 - Instruction

| Expense Class Name, Title, Purpose of Item | Full time | Part time | Quantity | Salary, Rental, or Unit | Budgeted Amount |
|---|---|---|---|---|---|
| TRAVEL - 250 | | | | | |
| Local | | | | | |
| Based upon seven (7) instructional staff traveling to the various schools. Increased activity is anticipated in the schools. Reimbursement will be at the rate of 10¢ per mile. Foundation travel policy is applicable to local travel. | | | 7,000 miles | @ 10¢ per mile | 700.00 |
| Special Trips | | | | | |
| Based upon seven (7) instructional staff members travel and subsistence for one (1) annual conference trip. A maximum of $250 per trip is allowed and Foundation outstate travel policy is applicable. | | | 7 trips | @ $250 ea | 1,750.00 |
| | | | | SUB TOTAL | 2,450.00 |
| TEACHING SUPPLIES - 260 | | | | | |
| Readiness Reading Lab 2,000 | | | | | |
| Text Books on Research & Behavior 100 | | | | | |
| Technical Subscriptions 100 | | | | | |
| Skill records and tapes 400 | | | | | |
| 2,600 | | | | | 2,600.00 |
| | | | | SUB TOTAL | 2,600.00 |
| | | | | TOTAL INSTRUCTION | $ 88,458.00 |

Expenditure Account Number 400 - Health Services

| Expense Class Name, Title, Purpose of Item | Full time | Part time | Quantity | Salary, Rental, or Unit | Budgeted Amount |
|---|---|---|---|---|---|
| SALARIES - 410 | | | | | |
| Baehr, Vesta, Registered Nurse | X | | 1 | 9,188.00 | 9,188.00 |
| Clemens, Betty, Social Worker | X | | 1 | 9,450.00 | 9,450.00 |
| Garies, Mary, Social Work Supervisor | X | | 1 | 12,128.00 | 12,128.00 |
| Mensch, Lynn, Social Work Supervisor | X | | 1 | 13,130.00 | 13,130.00 |
| Perkins, JoAnne, Social Worker | X | | 1 | 9,639.00 | 9,639.00 |
| Sewell, Mary, Social Worker | X | | 1 | 9,639.00 | 9,639.00 |
| Woodard, Leroy, Home School Coordinator | X | | 1 | 10,660.00 | 10,660.00 |
| Baska, Eugene, M.D. Child Neurologist, 20% | | X | 1 | 4,000.00 | 4,000.00 |
| Wilkinson, Charles, M.D., Psychiatrist 15% | | X | 1 | 6,500.00 | 6,500.00 |
| | | | | SUB TOTAL | 84,334.00 |
| MATERIAL AND SUPPLIES - 430 | | | | | |
| Form printing and medical supplies | | | | $100 per mo. | 1,000.00 |
| | | | | SUB TOTAL | 1,000.00 |
| TRAVEL - 450 | | | | | |
| Local | | | | | |
| Based upon travel of seven (7) health service personnel traveling from their respective Centers to the various schools. | | | | | |

Expenditure Account Number 400 - Health Services

| Expense Class Name, Title, Purpose of Item | Full time | Part time | Quantity | Salary, Rental or Unit | Budgeted Amount |
|---|---|---|---|---|---|
| TRAVEL - 450 (cont'd) | | | | | |
| Request is based upon past experience. Local travel is reimbursed at the rate of 10¢ per mile and Foundation local travel policy is applicable | | | 50,000 miles | @ 10¢ per mile | 5,000.00 |
| Special Trips | | | | | |
| Based upon seven (7) staff members travel and subsistence for one (1) annual conference trip. A maximum of $250 per trip is allowed and Foundation out state travel policy is applicable | | | 7 trips | @ $250.00 | 1,750.00 |
| | | | | SUB TOTAL | 6,750.00 |
| OTHER EXPENSES - 460 | | | | | |
| Contracted EEG tests and other laboratory costs from Children's Mercy Hospital. Cost is based upon actual experience | | | $100 per | month | 1,000.00 |
| | | | | SUB TOTAL | 1,000.00 |
| | | | TOTAL HEALTH SERVICES | | $93,084.00 |

Expenditure Account Number 600 - Operation of Plant

| Expense Class Name, Title, Purpose of Item | Full time | Part time | Quantity | Salary, Rental, or Unit | Budgeted Amount |
|---|---|---|---|---|---|
| Telephone and Telegraph - 670 | | | | | |
| Estimated expenditure for consolidation of services into one central location | | | 12 mos. | $250 per mo. | 3,000.00 |
| | | | | SUB TOTAL | 3,000.00 |
| | | | | TOTAL OPERATION OF PLANT | $3,000.00 |

Expenditure Account Number 700 - Maintenance of Plant

| Expense Class Name, Title, Purpose of Item | Full time | Part time | Quantity | Salary, Rental, or Unit | Budgeted Amount |
|---|---|---|---|---|---|
| Repair and/or replacement of classroom equipment 775 | | | | | |
| Keeping in repair classroom, office equipment which is nearing three years of age. | | | 12 mos. | $25 per mo. | 300.00 |
| | | | | SUB TOTAL | 300.00 |
| Equipment Service Contracts - 780 | | | | | |
| General maintenance and cleaning of office machines (i.e.) | | | | | |
| Ditto, Incorp.<br>Monroe Calculator, Inc.<br>Remington Typewriter, Co., Inc.<br>I.B.M. | | | 12 mos. | $25 per mo. | 300.00 |
| | | | | SUB TOTAL | 300.00 |
| | | TOTAL MAINTENANCE OF PLANT | | | $ 600.00 |

Expenditure Account Number 800 - Fixed Charges

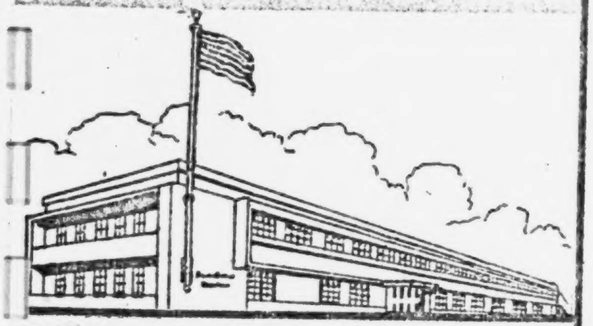
| Expense Class Name, Title, Purpose of Item | Full time | Part time | Quantity | Salary, Rental, or Unit | Budgeted Amount |
|---|---|---|---|---|---|
| EMPLOYEES' RETIREMENT - 890 | | | | | |
| Based upon 4% employee contribution to be matched by the employer on the first $7,500. | | | | | 1,500.00 |
| EMPLOYEE OASI-(soc. security) - 891 | | | | | 8,000.00 |
| EMPLOYEE WORKMAN'S COMPENSATION - 892 | | | | | 600.00 |
| EMPLOYER LIABILITY INSURANCE - 894 | | | | | 1,500.00 |
| | | | | SUB TOTAL | 11,600.00 |
| CONTRACTED SERVICES | | | | | |
| Space Rental - 895 | | | | | |
| Rental of office and classroom space of 7,200 sq. ft. | | | | | 22,000.00 |
| Leased Equipment - 896 | | | | | |
| Leasing of (1) xerox machine & (1) | | | | | 2,100.00 |
| Pitney Bowes Postage machine | | | | | 400.00 |
| | | | | SUB TOTAL | 24,500.00 |
| | | | TOTAL FIXED CHARGES | | $36,100.00 |

Expenditure Account Number 1200 - Capital Outlay

| Expense Class | Name, Title, Purpose of Item | Full time | Part time | Quantity | Salary, Rental, or Unit | Budgeted Amount |
|---|---|---|---|---|---|---|
| OFFICE AND CLASSROOM EQUIPMENT - 1220 | | | | | | |
| | Miscellaneous equipment that may be necessary in the operation of (2) classrooms. | | | | | 250.00 |
| | | | | | SUB TOTAL | 250.00 |
| | | | | | TOTAL CAPITAL OUTLAY | $ 250.00 |
| | | | | | GRAND TOTAL OF BUDGET | $303,470.30 |

# APPENDIX I. Dissemination Material (Behavioral Enhancement)

KANSAS CITY
MISSOURI
PUBLIC SCHOOLS



IN MEMORY OF

## Miss Lena Rivers Smith

We can't replace her handshake,
Her laughter or her smile.
We can't replace her intelligence,
Her tact or her style.

We can't replace the knowledge,
Of which she had so much.
We can't replace her humor,
Her loving or her touch.

We can't replace her face
So very often seen.
We can't replace her eyes
With that very special gleam.

No, we can't replace her
Presence no matter how we try.
This is one thing no amount
Of money can buy.

Why she had to go is
Not for us to say,
But each and everyone of us
Should bow our heads and pray.

There are so many things
Of her we can't replace.
Her walk, her humor
Her gossip and her taste.

I know it's hard to take and
It's hard not to cry,
But this woman, our woman, in our
Hearts will never die.

By ROLAND CASSELL
Lincoln Senior High School

---

Season's Greetings
from

# Our Schools

NOVEMBER-DECEMBER 1968

## BEHAVIORAL ENHANCEMENT IN SECOND YEAR

Feelings, values, attitudes about self and others—the human areas of education—these are the concern of the Behavioral Enhancement Project.

In its second operational year, this county-wide project serves **North Rock Creek, Pitcher, Thacher, Yates, Graceland,** and **Meservey** schools in the Kansas City District, **Saint Louis** and **Holy Name Parochial schools,** and **Blue Springs Junior-Senior High School** of the Blue Springs District, **South Junior High School** of the Center District, **Ervin Junior High School** in the Hickman Mills District, and **Belvidere** in the Grandview District.

Teachers and/or administrators may work with the consultants on any interests or concerns aimed toward positive human development. The project also provides a reserve teacher which makes it possible for the classroom teacher to work with the consultant if time within the regular schedule is not available.

All of the members of the Behavioral Enhancement Staff have previous experience as classroom teachers and have received extensive training in a variety of areas pertinent to educational consultation and human growth and development.

**Dr. Paul Holmes,** Director, and **Mrs. Yvonne Wilson,** in charge of training, are administrators of the project which provides resources to aid teachers, principals and other school administrators in humanizing education.

**SUPERINTENDENT HAZLETT,** principals of schools participating in Behavioral Enhancement Project, and Project staff discuss implications of Project philosophy.

# RESEARCH Features

From the Department of
Research and Development

Vol. II, No. 9 Kansas City, Missouri May 1968

The Behavioral Enhancement Project is an innovative program funded through Title III of the Elementary and Secondary Education Act. The project serves elementary and secondary schools in six public school districts and the parochial school district in Jackson County, Missouri. The project offices are in the Kansas City, Missouri, Board of Education Building and the School District of Kansas City, Missouri, serves as the fiscal agent for the project. The project is in its first year of operation, will receive funding through a second year, but must seek cooperative funding from the school districts for the third year of operation.

The following is a brief description of some of the salient features of the project; however, this resume does not necessarily reflect the current practices or policies of the Kansas City, Missouri, school district.

## BEHAVIORAL ENHANCEMENT PROJECT

### Staff

The staff consists of a project director, an assistant director, a senior consultant, seven teacher consultants, and one project teacher. In addition, the staff is advised by two committees: a resource committee and a school advisory committee.

### Purpose

The function of the staff is to mobilize the resources of the school to the end of developing the capacities of students for understanding, respecting, and relating positively to people--self and others. To accomplish this purpose, the project staff provides consultation to administration in the areas of building staff relationships, resource utilization, and organization functioning as these areas have relevance to the enhancement of student behavior. They provide consultation with individual teachers in the areas of teacher-student and student-student relationships in the total classroom situation as these relationships are a source of difficulty or present opportunities for enhancement. In addition, they provide consultation and leadership in relation to faculty groups or total faculty with respect to discussion, planning, and skill building related to the enhancement of student behavior.

### Process

The behavioral enhancement process, within the present context is developed within a consulting relationship with school (administrative and instructional) staff. The project staff does not work directly with students or parents and does not work with school staff in relation to isolated students with learning and/or behavior disabilities.

1) First, it is necessary to establish rapport with school staff and become familiar with the school and its program. In essence, it is necessary to become a part of the school as much as possible.

2) The next step is to explore with school staff their concerns and interests within the realm of behavioral enhancement. This exploration involves listening, questioning, reflecting, clarifying, listing, organizing, and sometimes gathering additional data.

3) As an extension of exploring concerns, the consultant works with school staff to derive specific behavioral enhancement goals from the concerns and interests of school staff. These goals should be stated in operational terms and be obtainable within a reasonable period of time.

4) After goals have been derived, the consultant works in partnership with school staff to plan a course of action to accomplish stated behavioral enhancement goals. School staff will always make the final decision as to what course of action they will take.

5) Next, the consultant will support school staff as they implement the planned course of action. Within this supportive role, the consultant will serve as a resource person and observer of ongoing process, but in most cases will not be an active participant in the implementation.

6) Following implementation of the planned course of action, the consultant will work with school staff to evaluate the results of the action taken. When possible, this evaluation will include the gathering and analysis of objective data.

7) Finally, it is important that the consultant and school staff involved in the preceding evaluation work together to provide feedback to appropriate persons (staff and/or students) concerning the effectiveness of the action taken.

## Function of School Advisory Committee

A school advisory committee consists of the superintendent or his representative, appropriate members of the administrative and supervisory staff, and principals from each of the participating districts including the nonpublic school district. This group furnishes the project staff with feedback on the impact of the project.

The staff also utilizes the committee as a sounding board for proposed training, evaluation and dissemination activities prior to their implementation in the field.

## Community Agencies Cooperating in Project

Several community agencies have been cooperating in the Behavioral Enhancement Project through their participation in a Project Resource Committee. The Project Resource Committee includes representatives from educational institutions and laboratories, treatment centers, research institutes, and other agencies located in or near Jackson County.

Members of the Resource Committee are professionals in the field of education and/or the behavioral sciences. The purposes of the Resource Committee are (1) to serve as a sounding board for project staff with respect to project objectives, operations, and ideas; (2) to serve as a resource to project staff with respect to project related theory, research, and concepts; and (3) to serve as a dissemination link between the project and local agencies with related interests. The Resource Committee has been meeting with administrative members of the project staff on a monthly basis since December.

# APPENDIX II. Evaluation Questionnaire (Behavioral Enhancement)

# Behavioral Enhancement Project
## Feedback Questionnaire

The Behavioral Enhancement Project is conducting an evaluation of its operations. There are two purposes for this evaluation. First, we are interested in improving the service which the Project makes available to you. Secondly, it is necessary to provide an evaluation report to the administrative agency and funding agency for this project. In this regard, we would appreciate it if you would take a few minutes to respond to this questionnaire.

### Participation in Project

Will you please check the ways in which you have participated in the Behavioral Enhancement Project during the 1968-69 school year.

_____1. I have read the Project newsletter, Behavioral Enhancement Viewpoint.

_____2. I have at some time read professional literature related to the field of education made available by the Project.

_____3. I have participated in workshops or discussion groups for teachers or school staff in which a Behavioral Enhancement Project consultant has assumed a leadership or supportive role.

_____4. I have visited informally (in the teacher's lounge, cafeteria, etc.) with a Project consultant about various topics or problems in the field of education.

_____5. I have had one or more scheduled or unscheduled conference with a Behavioral Enhancement Project consultant. (If more than one conference, circle more in preceding sentence.)

_____6. I have made use of the Project reserve teacher to take charge of my class when I have had a scheduled conference with a Project consultant.

_____7. I have had a Behavioral Enhancement Project consultant observe in my classroom.

_____8. I have used interaction analysis, sociograms, and/or student reaction questionnaires in my classroom in cooperation with a Behavioral Enhancement Project consultant.

_____9. I have used human relations materials and/or role play, behavior modification discussion, or grouping techniques in my classroom in cooperation with a Behavioral Enhancement Project consultant.

_____10. I have not participated in the Behavioral Enhancement Project in any way, but I may participate sometime in the future.

_____11. I have not participated in the Behavioral Enhancement Project in any way, and I do not intend to participate in the future.

### Value of Project

Will you please help to assess the value of the Behavioral Enhancement Project by circling "Yes", "No", or "?" in response to the following questions. If you feel more "Yes" than "No" about a question, circle "Yes". If you feel more "No" than "Yes" about a question, circle "No". If you feel equally "Yes" and "No" about a question, circle "?".

1. Has the Project helped you to understand your students better? Yes No ?

2. Has the Project helped you to relate to your students more effectively? Yes No ?

3. Has the Project helped you to motivate students in your class? Yes No ?

4. Has the Project helped you in solving behavior problems in your classroom? Yes No ?

5. Have you noticed any positive changes in attitude or behavior of students in your class as a group to which you think the Behavioral Enhancement Project has contributed either directly or indirectly? Yes No ?

6. Has the way you discipline students changed in any way due to any influence the Behavioral Enhancement Project may have had on your thinking? Yes No ?

7. Has the Project been useful to you in establishing goals or objectives in your classroom? Yes No ?

8. Have you done anything differently in your class that was influenced in any way by the Behavioral Enhancement Project? Yes No ?

9. Has the Project provided you with useful information, ideas, or techniques that you probably would not have obtained in some other way during this school year? Yes No ?

10. Has the Project helped you become more aware of your teaching behavior? Yes No ?

11. Has the Project helped you to grow professionally in any way? Yes No ?

12. Has the Project helped you to become more aware of yourself in terms of how you effect other people (students or colleagues) in your professional role? Yes No ?

13. Has the Project helped you relate to other teachers and professional colleagues more effectively? Yes No ?

14. Has the Project helped you become more aware of yourself or become more effective in relating to other people in your non-professional life? Yes No ?

15. Has the Project influenced your philosophy of education in any way? Yes No ?

16. Has the Project helped to improve communication and understanding among teachers in your school building in any way? Yes No ?

17. Has the Project helped to improve communication and understanding between teachers and administration in your school building? Yes No ?

18. If you have participated in group meetings conducted by the Project, have you found these meetings to be worthwhile? If you have not participated in groups do not answer this question. Yes No ?

19. Has the Behavioral Enhancement Project been of value to you in any way? Yes No ?

20. Do you think the Behavioral Enhancement Project should be continued? Yes No ?

## Validity of Project Concepts

Will you please indicate whether you think the following concepts or assumption on which the Behavioral Enhancement Project is based are valid. Respond by circling "Yes", "No", or "?" in response to each question. Circle "Yes" if you feel more "Yes" than "No" about the question. Circle "No" if you feel more "No" than "Yes" about the question. Circle "?" if you feel equally "Yes" and "No" about the question

1. Is it valid to give as much attention to attitudes, values, and feelings as is given to academic learning and ideas in an educational program? Yes No ?

2. Is it valid for Behavioral Enhancement consultant to work with teachers and other school staff rather than directly with students? Yes No ?

3. Is it valid to make participation in the Behavioral Enhancement Project voluntary? Yes No ?

4. Is it valid to have a Behavioral Enhancement consultant maintain residency in your school building rather than be available on a "call" basis? Yes No ?

5. Is it valid to have one Behavioral Enhancement consultant work mainly with teachers and a second Behavioral Enhancement consultant work mainly with administration in the same school building? Yes No ?

6. Is it valid to have a Behavioral Enhancement consultant working in your school building in addition to other supportive personnel such as psychologists, counselors, instructional consultants, etc. who may already be available to you? Yes No ?

7. Is it valid for a Behavioral Enhancement consultant to listen, respond to feelings, and aid in problem solving rather than give expert advice? Yes No ?